



Photograph by Terry Williams

Comics: good clean escapism or a trashy discouragement to real reading? Nicholas Tucker considers

page 10

Old schools become not property

Stephen Cohen

School building allocation has been under attack again—by £15m—the use of how far aging schools would be allowed to decline was highlighted this week by a series of tough talking advertisements from the Building Materials Industry. The half-page appeals, headlined "School for scandal", say that not renovation is needed in 900 primary schools, and extra classrooms in one-third of all schools. The Building Materials Industry, the National Dairy Council, which recently tried a similar line, advertisements to encourage milk consumption, has a vested interest in encouraging any building activity. But figures published a few days before do not bring comfort to teachers working in overcrowded, dirty, depressing, inefficient, dangerously dangerous classrooms. The figures, came in a DES document that £118.9m had been allocated for school building in 1980-81 compared with £135.8m in 1979-80. Provisional allocations for 1980-81 and £91.3m for 1981-82 were also announced: the one being related to the one being fall in pupil numbers. Part of the total value of the building programme is for "basic" schools. New schools will be needed to cater for additional primary and secondary children in areas of population growth. This section of the programme, worth £22.7m, £1.1m has been set aside for improving and repairing schools. £14.9m has been earmarked for

Continued on page 11

Public libraries for all

The Public Library Service has responsibilities to the whole community, like a public utility providing piped water. But, unlike a water authority whose services are in universal demand, the library service is much more extensively used by some citizens than by others. It is, therefore, constantly torn between its duty to provide a service to all who want to use it, and the neo-traditional "improving" aims of those who want it deliberately to favour the disadvantaged. A report published yesterday—*The Librarians' Choice*—looks at what the library service provides for the disadvantaged and makes a lot of sensible suggestions about how this could be improved. Mrs Anne Corbett was chairman of the working party of the Library Advisory Council for England which produced the report (page 6). As readers of her contributions to this newspaper would expect, it is eminently readable and forcefully expressed. The introductory chapter, it is true, does not wholly escape the tendentious and patronizing class-consciousness which characterizes most discussions of social disadvantage and positive discrimination. What the report says about the present library uses is a bit confusing. It almost seems as if it were supposed that the middle classes never used the public library services until Boote's circulating libraries went out of business. The report complains that the middle-class 20 per cent of the population forms 50 per cent of library membership; but elsewhere it is revealed that "such figures as exist show libraries attracting borrowers in almost equal numbers from all occupational groups" (whatever that may mean). Perhaps because of this ambivalence the report sheers away from social disadvantage as such, relegating that to a short section at the end of the report, and instead (and more constructively) concentrates attention on "certain well-defined forms of disadvantage. These include those in hospitals; the housebound and phys-

cally handicapped; prisoners; ethnic minorities; and those who are or could be involved in adult literacy schemes. Library services in hospitals come in for some well-merited attention. These now depend on a confusing variety of arrangements made by local authorities, health authorities, and voluntary organizations which clearly baffled the working party. The logical recommendation would have been for the public library service to take over responsibility. But this would have cost a great deal, and the DES preface to the report makes clear that the Government is only interested in proposals for reallocating existing resources. The Working Party fell back on a formula so lame as to be physically handicapped: "Where no service is provided either by the local authority or by a voluntary organization, the library authority should approach the Area Health Authority and the local community health council with the idea of introducing some kind of service, starting with long-stay patients and children." That should set them by the ears. There is relatively little in the report, which leans directly on the education service, though of course its sensible suggestions about what the libraries can do to back up a balanced adult literacy programme have a strong indirect bearing on adult education. And indeed, behind most sections of the document is the recognition of the "library authorities' positive duty to encourage reading." In the end, however, it comes back to the general question of how resources are to be allocated within a service which has responsibilities towards all sections of the community. By highlighting some groups who have special needs, and showing how the library service could be improved for them, this report provides a useful guide to development—as much a description of how imaginative librarians are tackling these situations as a prescription for the future.

No comment

The following report will not be published because there are no longer any false pretences. Yorkshire Evening Press

This week

Commonwealth commentary

Clive Cookson has been mingling with the 600 delegates at their twelfth congress at Vancouver. Reports pages 2, 6

Teacher stress

The Welsh Office has been asked to help fund a study looking at the changing demands on teachers page 4

Sounds good?

Adrian Hope discusses developments in hi-fi systems page 16

Hero worship

Captain Cook, Bligh, Stanley and Livingstone—some of our best-loved heroes whose biographies are reviewed this week by Valerie Grosvenor Myer page 12

Extra: Travel

Eight pages to help forward planning page 20
 Leaders, 2; School to Work, 7; foreign news, 8; letters, 9; features, comics, adult sixth formers, West Indian pupils, 10; 11; Books, exploration, futurology, literature, children's literature, biology, 12, 13, 14, 15; resources, 16, 17; Talkback and Network, 18; feature, George Parker Bidder, 19; Travel Extra, 21-28; Arts: reviews, Edinburgh Festival, art exhibitions, ETV Kenny Everett, 46, 47; Summer diary, crossword, bridge, 48.
 Classified ad index page 29



Against these readings of the political facts has to be set the traumatic experience of reorganization as such. Setting up the new authorities was expensive. It caused bureaucracy to flourish like a green bay tree.

the personal contact and information exchange of views and experiences between university students from different parts of the Commonwealth are the things that are really matter, and apparently they are the minds of the delegates who, after the first discussions, have been helped to become a happy choir in the memory.

"You cannot explain to an outsider what it all means," said a veteran English vice-chancellor who had been at the meeting last week. He added that he had heard mutters at the time of the provision of Edinburgh in 1973 and Sydney in 1974 that they were wasteful and extravagant and ought to be abolished. "But at Vancouver seemed to be a more worthwhile. Even the English government appears to be in favour of the move, part of the last sessions were dominated by these suggestions."

There were suggestions at the congress that the ACU could do more. Indeed, Dr. McEwen, vice-chancellor of the University of Hong Kong, who chaired discussion topic five ("University and other institutions of tertiary education"), the only point agreed unanimously was that the ACU should play a more active role in encouraging its members in the old Commonwealth to help universities in the developing world.

Sir John Crawford, chancellor of the Australian National University, made much the same point in the context of the topic he chaired. "The world food problem and the underdevelopment of the third world movement to put any serious ACU would depend on its members' willingness to pay higher annual subscriptions - which currently average about £2,000 a university."

Civil Conference

Moreover, in some countries	E	100	110.6	131.1	147.1	151.7	159.5
Australia, Austria, England and	F	100	106.7	117.5	133.4	154.4	169.5
Italy, Eastern Germany, Italy and							

E	100	110.6	131.1	153.8	178.2	230.5
F	100	106.7	117.5	133.8	154.4	189.6

Primary teachers ... £8.40 to £12.00
Nursery teachers ... £5.90 to £10.00
United Kingdom teachers who
have to pay tax on all of this



Hodder & Stoughton

EBC salary scales for teachers will be roughly twice the Burnham norm (£2,964 to £6,621) in England and Wales:

Secondary teachers	£2,960 to £15,916
Primary teachers	£2,482 to £13,516
Headteachers	£10,696 to £19,696

United Kingdom teachers will have to pay tax on all of this but

12, possibly growing to 500 children aged four to 18. It will be organized into different language sessions.

The headmaster (£11,499 to £18,447) has already been appointed. He is Mr Derek Ward, former principal of Westminster Park International Centre in Berkshire.

Hodder & Stoughton

Free local spending on TUC agenda?

by Stephen Cohen

Nine resolutions have been tabled for the education section of the Trades Union Congress in Brighton next week. Meetings will be held before the start of the congress to compose the motions, tinkering with the wording and deciding on those which will not see the light of day.

The first resolution on the preliminary list is from the National Association of Schoolmasters-Union of Women Teachers and deplores "the fact that Government finance intended to support the education service" and of local authorities to maintain staffing standards at their 1975 level—has not been effectively used because the rate support grant system fails to guarantee that money allocated for education will be spent on education.

The Musicians' Union then follows with a call for continued opposition to a narrowing of the school curriculum. Every child should be entitled to the discovery and development of the widest range of his or her potentialities "including those for the humanities and the arts".

The National Union of Teachers has one of the longest resolutions on the agenda, dealing with the education and training of young people. Growing youth unemployment is "a social evil that is an affront to a civilised society", the NUT declares. A welcome is given to the Government's Youth Opportunities Programme but a coordinated approach is needed for all young people

whether in school, at work or jobs.

Five reforms are sought by the NUT. There should be a legal entitlement to day release for all young people; all young workers between 16 and 30 should have up to six weeks' paid leave a year to attend vocational courses, grants, educational maintenance awards and unemployment and social security benefits should be harmonized; committees should be set up to make sure that Government initiatives match the efforts of local authorities; schools, colleges and training institutions should be coordinated into a comprehensive system.

The National Association of Teachers in Further and Higher Education "views with alarm" the creation of "an alternative education structure for 16 to 19s" by the Manpower Services Commission. This is leading to the "dilution of training in labour skills, the possible redundancy of teachers in colleges" and the unnecessary duplication of expensive equipment, staffing and other allied resources.

The Association of University Teachers wants the Government to set out now in detail practical proposals for implementing its policies designed to provide greater opportunities in higher education for mature students, children of manual workers and women. The Educational Institute of Scotland wants the newly-announced grants for 16-year-olds to be free of a means test.

Why a change may not be as good as a rest for some...

More information about teacher stress—and how to avoid it—may be on the way. Clwyd County Council has asked the Welsh Office for funds to launch a pilot study to find out whether teachers suffer more from stress than other professional groups.

It would examine whether changes like comprehensive reorganization, the introduction of new teaching methods and open plan schools, and greater emphasis on community involvement have placed too big a burden on some teachers.

Clwyd first took up the issue two years ago when a council working party on absenteeism and disruptive behaviour recommended a pastoral care system for teachers as well as pupils.

It reported that demands on teachers had never been greater. "The unprecedented extent and rate of change in recent years can produce

exhaustion and satisfaction, but also bewilderment, fear, uncertainty, exhaustion and breakdown", it said.

It suggested there was a need for more effective support systems for teachers inside and outside school. Young probationer teachers and older staff in unfamiliar situations were most at risk, it pointed out.

At a conference on the management of stress in schools held in Wrexham last summer, delegates isolated several "sources of possible dissatisfaction" that could produce stress. Top of the list were inadequate training and induction, employment uncertainty and lack of promotion opportunities. Excessive workloads, disruptive pupils, financial cutbacks, new teaching methods and ill-designed or noisy classrooms were also listed.

Few, if any, of the problems were related to personnel inadequacy.

Caroline Haydon



Roy Hattersley.

Mr Hattersley hammers the grammars

Mr Roy Hattersley, Prices Secretary, made a spirited attack on grammar schools last week in a speech on education to Labour Party faithfuls in Beaconsfield, Buckinghamshire.

He said most of the old grammar schools had a deplorable record of examination results when judged against the new comprehensives. The "hard truth about their failings" and the "inadequacy of the secondary moderns, which supplemented them" had not been told, he said.

Only Dr Rhodes Boyson and Mr Norman St John-Stevas—Conservative education spokesmen—"and each in their different ways the perpetuation of Victorian values" could pretend to find merit in a system which separated and segregated.

Grammar schools had the task of educating the most gifted pupils to the full extent of their ability, he said. They usually admitted 120 pupils each September, most of them from homes where learning was encouraged and books were a commonplace.

"These gifted pupils were taught in small classes by highly qualified staff. And of the 120 or so admissions, usually a dozen or so were sent to university. That was an appalling level of achievement and result of the inherent fallacies on which selective education is based."

Not even the largest comprehensive school had an intake of any pupils, he said. Most would not enrol half that number. "Yet all over the country literally hundreds of comprehensive schools are sending on to higher education twice as many young people as made the same progress from the old grammar schools."

Stick by proven practice primary teachers told

by Christopher Griffin-Beale

Primary school teachers must preserve their professionalism against outside pressures and against their own over-enthusiasm to such pressures, the twelfth Plowden Conference was told last week.

Mr Leonard Marsh, principal of Bishop Grosseteste College, Lincoln, urged primary teachers to explain their work more clearly to the public—not least to some unexpected, untapped allies in industry.

Lasting change in primary education, he said, had derived its authority from "the practice and experience of a proven practitioner", not from curriculum development projects, like the Schools Councils, or from other outside agencies. But he feared that in response to outside criticisms primary educators might now "sell their birthright" and abdicate their function of making professional judgments.

Much of the compulsion to reduce primary schools to hammers came from teachers themselves, particularly those with the old elementary school obsession about curriculum. If this happened, teachers would still carry the responsibility for the policies imposed on them; he feared that, as in some other countries, teachers' humanity could be swept away in "the bureaucracy surrounding the supervision of their teaching."

He feared also that professionalism would be damaged if primary teachers involved themselves more in the kind of union dispute previously commoner in secondary schools.

In spite of gloom about the rolls and a static teaching in Mr Marsh said, there was hope for the future, especially if films, simplicity encouraged a focus on the primary schools, as that could be done really well and on the simplest, but most important materials, sharp rather than complex technology.

Teachers needed to communicate their purposes simply and with authority to parents and the community. This required language without jargon or academic pretensions.

Mr Marsh said that though he had been in contact with the education world, he had found them sympathetic to the primary approach as well as good as it should be than see

a recent CBI survey of attitudes to engineering graduates suggested that companies centred less on technical skills than on failings such as an unwillingness to tackle problems, poor personal motivation, lack of flexibility or creativity, and an inability to work without supervision.

These are all qualities, he gestured, to which primary education should pay particular attention. In primary schools children can be seen working diligently with overt supervision. Primary teachers needed to make contact with the industrial managers could put close and valuable allies for us.

Tyndale tale denied

The Inner London Education Authority denied last week a newspaper report that it had threatened to stop supporting the Tyndale school on hearing that the former deputy head of William Tyndale school was being considered for a job.

Mr Brian Hindwood was dismissed along with the head and four other teachers after an inquiry begun in 1975 into the teaching methods used.

He was recently shortlisted for a teaching post with the Winchester project, based on Hamptonstead community centre, which takes up to 12 pupils each day to the centre. It is financed jointly by the social services department and by an annual £11,224 grant from ILA.

An ILA spokesman said: "Mr Hindwood was considered unsuitable in view of his past record. The fact that the post was with older pupils when his experience was with those of primary age was another factor."

Nursery slope for musicians

Young musicians planning to set up an orchestral career will be offered opportunities for training in September next year.

A new centre where they will be coached by leading conductors and performers in a one-year diploma course is to be set up at Goldsmiths College, University of London.

The National Centre for Orchestral Studies aims to bridge the gap between college and university professional musical life, an area which there is as yet little opportunity for organized training.

Mr Oliver Taylor of the BBC, member of the working party which established the centre, sees it as a nursery slope, where professional can pass on their knowledge to students can gain experience in orchestral playing and broadcasting while, through the college music faculty, supplemented by an academic lecture course.

City power plan runs into resistance

Labour's plan to restore control of education to a handful of big cities is heading for stiff opposition from those—including some teachers—who run the service.

Chief education officers are generally united in the belief that the massive reorganization of 1974 has not been given the chance to work—particularly as it has been dogged by lack of money.

This view is being echoed by some teachers—for instance, in Nottinghamshire where Nottingham would regain control of education from the county.

In Nottinghamshire county and city teachers seem to be against change for the sake of it. There is a general dislike of another round of upheaval so soon after the last.

Mr Rodney Hogg, secretary of the Nottingham branch of the National Union of Teachers, said: "Any change of method and administration is unsettling on the children, and teachers would far rather put up with a system that is possibly not as good as it should be than see

another shake-up in the system." Even in cities such as Hull, Leicester and Plymouth, where the teachers seem most anxious to see local control reasserted, there is reservation about the possible disruption that another round of reorganization would cause. But the feeling is that amalgamation has caused them to lose the services and that a switch back could only be beneficial.

The cities that would be affected by the reorganization announced by Mr Peter Shore, Environment Secretary, are Bristol, Hull, Leicester, Nottingham, Derby, Stoke, Southampton, Portsmouth and Plymouth.

These cities are known as the Big Nine. AH have a population of at least 200,000—Bristol has the largest with around 420,000. Earlier this year the group applied direct to the Secretary of State for powers—such as education, social services and planning—lost in reorganization.

But the authorities are not united on education, and one of them, Southampton, has said it does not want it back.

Mr Norman Ross, leader of the city's Conservative-controlled council, claims that the authorities are seeking power and status by trying to regain the lost powers. He wants the best deal for his ratepayers. This is not keeping up with the Joneses," he said. "I have been accused of lacking civic pride but I have no lack of civic pride. I am in local government to see that it is as efficiently, effectively, fairly and economically run as possible."

Chief education officers take the line that it is too early to make any real assessment of the effects of the 1974 reorganization. Mr Jeffrey Aldom, chief education officer for Hampshire, which includes Southampton and Portsmouth, said: "I do not think it is mature" to start judging. "Eloquently, in 10 or 15 years in calmer economic seas one may be able to come to conclusions. To do it now

is like trying to judge a five-year-old comprehensive against a 50-year-old grammar school, which is absurd," he said.

Mr Dudley Fiske, chief education officer for Manchester and president of the Society of Education Officers, said that a return to some of the old boundaries, and the artificial barriers they created for education, would be thought a "backward move".

Mr Michael Cufflin, chairman of the Big Nine and leader of the Conservative-controlled Leicester City Council, emphasized that nothing would be imposed on councils although he thought that it would be a "pity" if local authorities did not take education if it was offered.

"If you are seeking to restore powers, education does seem to be the lynch-pin," he said. Some authorities did not base it on their highest priority for regain of control.

Wendy Berliner



How weakened concrete affected the Camden School for Girls in 1973.

Checks but no legal action on beams

Local authorities appeared reluctant this week to take action against builders over the 106 schools in the United Kingdom where concrete beams and columns.

Although some authorities have had to pay considerable sums for investigation and repair of weakened concrete components, the feeling is that even more would have to be spent on legal action.

The legal department of West Sussex County Council, for example, decided that although £30,000 had been spent on repair work, it was not worth the cost of going to law. There would also be some difficulty in establishing that the use of the chemical, calcium chloride, was bad practice at the time the schools were constructed. It was not officially banned until last year by which time 106 schools had been built on the Intergrid system.

Instead, the authorities have accepted the advice and recommendations of the Building Research Establishment to inspect the schools periodically. There is no danger of the buildings collapsing, according to Dr J. B. Mendes, of the BRE.

A two-year survey of 133 of the 171 buildings known to have been constructed on the Intergrid system of light, pre-cast concrete components, was undertaken by the BRE after the safety of the system was questioned. A 12-year-old roof beam was discovered in a column supporting the assembly hall of Westgate Secondary School, West Sussex.

The system was developed by Gilbert-Ash Ltd and the Pre-stressed Concrete Company Ltd in conjunction with the then Ministry of Education in 1932 as part of a programme to introduce new methods and materials to aid school building at a time of shortage of materials and labour. It uses light, pre-cast concrete components.

Fears for the safety of the buildings were heightened because of previous disasters at Leicester University, Camden Girls' School, and Sir John Cass Secondary School, London, where roofs collapsed in 1973 and 1974.

In those cases, Gilbert-Ash cement was blamed. Gilbert-Ash said the Intergrid system was not designed to draw public attention.

by Stephen Cohen

The BRE report says that after inspections of the majority of the 171 Intergrid sites—106 of which are schools—the structures "appear to be in good condition". Deterioration caused by corrosion of internal metal reinforcement was found in about a quarter of the columns at two sites, in a few beams at 16 sites and a few columns at 17 sites.

Surface corrosion of external tendons was reported in four cases and discovered at five other sites. It had advanced in the kitchen and shower areas at one site.

Damage is linked with the presence of calcium chloride in the concrete. Four unnamed manufacturers were identified as having sometimes used calcium chloride, an additive which speeded up the hardening of concrete but also weakened it in the manufacture of components before 1964.

Its use in pre-stressed concrete was condemned in 1959, 1965 and 1972 in successive codes of practice for the building industry.

Intergrid buildings were constructed between 1957 and 1976, and Gilbert-Ash expressly forbade the use of all additives. Unless there is an impermeable and durable barrier between the concrete and the embedded steel, the chloride weakens the concrete's ability to protect the steel against corrosion.

The report recommends that experienced engineers inspect Intergrid buildings periodically once they have found out the chloride level. This is the best available method of obtaining an indication of the condition of the structure "and thus substantially reducing the risk of unexpected failure", the report says.

The BRE says particular attention should be paid to damp parts of buildings, roofs and chimneys, and the structure should be kept as dry as possible.

The structural condition of Intergrid buildings of pre-stressed concrete, BRE, Watford, HMSO, £3.50.

Its use in pre-stressed concrete was condemned in 1959, 1965 and 1972 in successive codes of practice for the building industry.

The allocation to local authorities are not grants, but limits within which they may start building projects. Most of the cost of new schools will be covered by loans raised by the authorities. However, local authority spending, including loan charges, is substantially assisted by central government through the rate support grant.

Authorities do not have to take up all their allocation. But the building industry clearly hopes they will, and the advertising campaign is designed to draw public attention

to the value of good surroundings.

Mr Judith Fox, an economist with the National Council of Building Materials Producers, which has paid for the advertisements, said this week that although there were many old-fashioned schools about, they had good structures which could be re-vamped.

It was no longer acceptable to have outside lavatories, she said. "The underpinning by local authorities is something we find very worrying. Obviously it is in our interests to run this campaign. But you need a good, decent environment for teaching."

Local authorities were told that the best way to save money on heating was to install devices to regulate the warmth. Extra thermostats which could shut off parts of schools which were not being used and improved insulation of pipes and roofs were also recommended.

The cost of fitting the controls could be recovered within a year, roof insulation within seven years and thermostats and zoning controls within eight years.

Circular 56/78 DoE, 10/78 DES, 100/78 Welsh Office.

Energy saving measures which local authorities have been urged to implement and for which nearly £15m has been allocated for each year up to 1982, were amplified this week in a joint circular from the departments of the Environment and Education and Science and the Welsh Office.

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More library help urged for the needy

by Bert Lodge

Libraries should make greater efforts to meet the needs of the disadvantaged, says a report published yesterday.

Newly literate adults, prisoners, ethnic minorities and the housebound and handicapped deserve special attention from the service, according to a working party set up in 1975 under the chairmanship of journalist Mrs Anne Corbett.

The report acknowledges the contribution already made towards the adult literacy scheme, but says that much remains to be done. In responding to the campaign and in defining a more positive role for libraries in relation to functional literacy.

The report recommends that librarians should always be represented on local literacy programme planning committees with one librarian in each authority having particular responsibility for adult literacy provision. All members of staff who have contact with the public should have special training to make them aware of the problems facing adults who cannot read.

Libraries in deprived areas should make far more efforts to attract the non-user. "We would like to see authorities nominating a little-used library as a starting point for a campaign for greater library use."

In places with significant ethnic minorities, libraries should find out whether they are eligible for Urban Aid assistance or for special local government grants.

The service should employ people who can speak some of the relevant minority languages and the provision of a library of Asian languages should be considered, the report recommends.

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Dons feel the strain of being relevant

The catchword of the twelfth Commonwealth Universities Congress in Vancouver was "relevance", though as the keynote speaker Sir Charles Wilson, pointed out, the word itself is almost empty of meaning.

The 200-odd vice chancellors and 400 other delegates who spent last week on the beautiful campus of the University of British Columbia, did share one diffuse common concern—the official Congress theme of reconciling national, international and local roles of universities with the essential character of a university.

But compared to the more immediate problems facing universities 10 years ago—student unrest and the strains caused by rapid growth—it seemed rather ill-defined and remote.

Sir Charles, former principal of Glasgow University and three times chairman of the Association of Commonwealth Universities, put some stiff questions to the "new relevance". "What is it, what are the national needs? And those science, term needs? And those social, economic, political, welfare policies, manpower, how relevant are they? Will students still be free to choose what they will study?"

No one really answered him. Sir Fraser Noble, for instance, principal and vice-chancellor of Aberdeen University, warned of the dangers of making university activities too obviously relevant to immediate social needs. "What is relevant, both to the individual student and to society, is what is learnt with a will. It is an illusion to think that you can devise a curriculum that is relevant to life and to the world and can be kept relevant in this sense in the future."

He was worried that too much talk of relevance would lead governments, particularly in developing countries, to become obsessed with some fantasy of instant "utility" and to impose short-sighted curricula on universities.

Dr Charles E. Beaulieu, vice-president of the University of Quebec, wanted universities to give "an increasing importance to the general education and personal development programmes, programmes centred on independence of thought, an ability to synthesise, and fostering creativity".

educated generalists, whom they can train on the job, rather than "specialized technicians whose knowledge rapidly becomes outdated and who can become professionals only with difficulty".

On the other hand, Dr R. B. Matthews, president of the University of Waterloo, argued that the function of a university must extend to the application of the new knowledge it discovers. "Such an extended role for the university has seldom been acknowledged, and certainly has not been generally accepted within universities."

"We have paid and are paying a price for this neglect on our part—a price in terms of diminished public support for research in universities and fewer opportunities for young researchers upon graduation from our universities."

Dr Matthews gave delegates an impressive account of the mechanisms being developed at his university to transfer research and development directly to industry, from "contract research" and a "research consortium" with local firms, to an "inventor's assistance programme".

Dr Alec Dickson, honorary director of the Community Service Volunteers, and one of the very few people from outside the academic world to address the conference, gave a large number of examples of the ways universities throughout the Commonwealth have made their curricula relevant to the needs of society.

But the topic that produced the most interesting papers and the best discussion was "Universities and other institutions of higher education", though at times the sessions were unduly dominated by parochial debate between the British participants.

Two speakers from outside the traditional universities—Sir Walter Perry, vice-chancellor of Britain's Open University, and Mr W. G. Pitt, president of Ryerson Polytechnical Institute, Ontario, advocated a drastic overhaul of the educational system. Both wanted closer transfer between institutions and better educational opportunities for adults, though they differed over the degree of specialization of the curriculum.

Sir Walter described his model of a perfect tertiary educational system, whose introduction would involve several iconoclastic decisions—starting by scrapping



The well-appointed living quarters of Vancouver conference-goers.

secondary education beyond the age of 16.

"I believe that children nowadays mature younger than they did some years ago; and that by the age of 16 most of them are ready for an education in many aspects of individual and collective betterment. Talk of education for leisure meant little to them, he said.

The vice-chancellor of the National University of Lesotho, Mr M. T. Mashego, emphasized his fellow countrymen's strong desire for education as a means of individual and collective betterment. Talk of education for leisure meant little to them, he said.

The two topics least dominated by the large British contingent were higher education in countries with federal systems of government, and "the world food problem and the universities". The former centred around the Canadians on the one hand, who felt their provincial governments had too much power over universities and the federal government too little, and the Australians on the other.

mic streaming in all subjects ("I would want to emphasize the principle that some children are more able than others"); a general, perhaps a uniform, curriculum; and education for leisure (craftsmanship, music, art) as well as work.

Sir Frederick Dantoin, retiring chairman of Britain's University Grants Committee, took the opportunity to attack the British "binary system of higher education—the separate development of universities and polytechnics. He said Sir Toby Weaver, the civil servant most responsible for the binary policy, had shown "great opacity of thought" in developing a "totally misconceived" system.

Most of the exchanges involved academics from the Old Commonwealth, though their colleagues from developing countries did intervene occasionally, for example over the need to prepare young people for lives of increasing leisure.

Dr M. T. Mashego, vice-chancellor of the National University of Lesotho, spoke of his horror at the thought of any challenge to the work ethic as the underlying base of education. "In the developing countries the whole educational system is aimed and necessarily intended to equip students to become productive members of the economy," he said.

Poly course swop urged by liberal

Course credits which could be exchanged among universities and polytechnics are being called for by the Liberal Party spokesman on higher education.

This would be one way to the path of mature students to ensuring greater numbers in higher education, says Mr Alan Bell, the Liberal Party spokesman on higher education.

He also Liberal Chief Whip and former lecturer in politics.

Fee increases, in recent years, have discriminated against students from lower social backgrounds and against those who are older and have to support their families. Mr Bell said that the Government's proposals to increase fees will be "unacceptable" unless they are accompanied by a system of exchange of credits between universities and polytechnics.

To cope with the "bulge" of student population expected in the mid-1980s, Mr Bell thinks that the system should be expanded to allow the exchange of credits between universities and polytechnics. "It is the objective of Liberal policy to make higher education available to all individuals at whatever stage of life they can make the best use of it."

The belief that there is a difference between the nature of development of polytechnics and universities is a fallacy, adds Mr Bell. It has reinforced the binary system which has not served us well. Universities are thought to be primarily there to provide the highest quality research-oriented academic education while the more prosaic duty of polytechnics is to train people for particular jobs.

The removal of the distinctions between the two systems would mark the removal of the artificial competition over goals unnecessary, Mr Bell believes.

School to work



Hot shot: Ron Wilton of Gedling Comprehensive, Nottingham, with the prototype of a device he hopes will win the Young Engineer for Britain competition, 1978. It is a hot liquid depth measurer for use by blind people. Regional finals of the competition take place next month.

Counties want wider review of services

The Government's announcement of a White Paper next year on "day release" for 16 to 18-year-olds was criticized this week by the Association of County Councils for not going far enough.

The association wants to see a bigger review of the whole field of vocational preparation for young people. It is afraid that the survey will just provide more evidence of a piecemeal approach to the problem, Mr Horrell, the association's education committee chairman, said. "We consider that the Government's proposals take insufficient account of the role of the education service in this area."

The spreading of scarce resources among a variety of bodies, and programmes has led to a belief that no overall strategy has been planned in response to the needs of the 16 to 18-year-olds.

The ACC, which is Conservative-controlled, takes credit with other organizations for putting pressure on the Government to mount a survey. It is, however, anxious to dissociate itself from Labour policies, especially at General Election time. Hence Mr Horrell's criticism of the Government's proposals.

Officials from the Department of Education and Science will be working with the Manpower Services Commission on a joint study to look into ways of extending and improving vocational preparation. The White Paper they will produce is separate from the more general White Paper that DES civil servants have been working on this summer.

The Government is convinced that young people leaving school at 16 need training to help them do their jobs properly and to add to their personal development and to prepare them for a future of changing job requirements. It will ask the TUC, CBI and other interested groups what they think.

A sequence of afternoon courses on one afternoon a week. The Autumn Term course will be concerned with the Teaching of Arithmetic, the Spring Term will cover The Teaching of Geometry and in the Summer Term, The Teaching of Algebra. This course is intended for non-specialist teachers.

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A 10-week evening course in the Spring Term for those involved in the teaching of 'A' level Geography.

What can we do in Primary R.E.?

A 10-lesson course for primary school teachers of religious education in the Spring Term. For full details of all these courses and a copy of the In-Service Prospectus write to: The Registrar, Avery Hill College, Bexley Road, London SE9 2PQ.

How Greenland floated away

Most of the oceans on the surface of the earth are from one point of view simply the gaps left by the separation of the great plates of land which the ancient continent of Gondwanaland began to break 180 million years ago. In reality, however, these plates haven't simply floated apart in a random fashion. Instead, they've been driven apart from each other by the extrusion of new ocean floor from the great oceanic ridges that run the whole length of most of the oceans.

Of all the ocean basins, perhaps the Atlantic is the most fully studied. The sheets of basalt that have pushed the east and west continents apart are still being extruded from the mid-Atlantic Ridge, which runs south from Iceland in the North Atlantic to the Antarctic Ocean. The South Atlantic was the first part of the Atlantic to be formed, beginning with the formation of a long rift valley running north into the combination of Africa and South America roughly 80 million years ago.

The formation of the North Atlantic is a little harder to understand, if only because the pieces of continent surrounding it have had a more complicated origin. Iceland, of course, is merely a crescent of the mid-Atlantic Ridge itself. Newfoundland and Greenland, north of the Canadian land, were once joined together, but then, as the rift began to form, the Atlantic itself began to form. And Greenland (which is one of the most ancient of all continental fragments) is known to have been lying sideways, as it were, to what is now the north of the British Isles and Norway.

Dr Hans Christian Larsen of the Greenland Geological Survey has now provided, in *Nature* of July 20, a persuasive account of how and where the process of formation of the Atlantic spread to the north, separating Greenland from northern Europe. The clue to what happened, Dr Larsen says, is the swarm of igneous intrusive dikes which have now been shown to extend quite a substantial distance southwards, forming a strip 65 to 100 kilometres wide and running more or less parallel with the Greenland coast for 1,500 kilometres. At the

northern end, the swarm of dikes cuts through the rock of which Greenland as a whole is constructed, ranging in age from 60 million years or so to more than 2,500 million years.

Igneous dikes are of course common geological features. They consist of slabs of igneous rock inserted more or less vertically into older rocks. There is plenty of evidence that they have been produced by the upward extrusion of volcanic magma into faults or fissures above the source of molten volcanic rock. The occurrence of these dikes in swarms, or roughly parallel stripes of intrusive rock, is no surprise—it is only natural to expect that a subterranean source of magma would seek out whatever lines of weakness there may be in the overlying rock.

Dr Larsen's observation of the swarm of igneous dikes on the east coast of Greenland leads him, however, to a much more radical suggestion. Briefly, he concludes that when the separation of the earth's crust that has formed the Atlantic Ocean reached as far north as Greenland, the lines along which new ocean floor was being extruded happened to intersect with the eastern coast of Greenland. The swarm of dikes still to be seen in the north of the island is therefore a physical record of the spreading of the Atlantic. This interpretation is confirmed by the observation that the swarm of igneous dikes on the eastern seaboard of Greenland coincides with the absence of a series of dikes which would be expected to be present if the spreading had taken place in a direction opposite to the present direction of the rift.

Science diary by John Maddox

magmatism, and whose presence is characteristic of ocean floor formed between 55 million and 60 million years ago. (There has been 23 other reversals of the earth's magnetism since then, and of them represented by its own stripes of rock on either side of the oceanic ridges on the sea bottom).

If this chain of inference is correct, the conclusion is important. For one thing, it provides a fairly exact date for the splitting of the North Atlantic at the latitude of Greenland, and the beginning of the separation between Greenland and Northern Europe.

The date of this happening is most accurately fixed by the measurement of the age of the youngest of the rocks through which the igneous dikes intrude but also by the known chronology of the reversal of the direction of the earth's magnetism, and here Dr Larsen has another surprising circumstance to report—the youngest of the rocks in which the dikes are intruded are themselves volcanic, and have usually the same age as the intruded dikes themselves.

So, it is reasonable to conclude the incident mid-Atlantic Ridge of 55 million years ago had something in common with the same structure now to be found in the North Atlantic at Iceland. In other words, the split in the earth's crust, producing the Atlantic Ocean, was reaching to the surface of the ocean through which, almost immediately after its formation, tongues of magma were injected from below. The fact that all this happened on the eastern edge of continental mass—Greenland—purely an accident.

Redundant 200 go to college

Nearly 200 Bradford factory workers made redundant last month by the closure of Thorn Consumer Electronics started retraining courses at Bradford College this week.

A total enrolment of 500 was expected by today. College staff have sacrificed some of their holidays and some unemployed teachers have been recruited.

Mr Eric Robinson, principal, said the courses were designed to help people find employment as quickly as possible. Written and spoken English among Asians was particularly popular. The mathematics department took in 60 students on the first morning.

Bradford needs new industry, I believe new industry will be attracted to a place where workers are seen willing to retrain with enthusiasm and backing from the local authority and the education service,"

Touch of CBI comfort for Merseyside youth

These were questions close to the heart of young people in areas of high unemployment. But Sir John's youth had their say at a seminar in Liverpool last week, when 200 youngsters got to grips with the problems facing them as they start working life.

The seminar, "Merseyside Means Me", was organized by Understanding British Industry, the youth arm of the CBI.

Youngsters discussed topics such as industrial relations, increased productivity, small businesses and the future of Merseyside. In charge of the 10 discussion groups at Liverpool Polytechnic were representatives of large and small firms, a union representative, and Sir John Mathew, director of the CBI.

They were asked: do qualifications really matter? What is being done to bring more jobs to Merseyside? Shouldn't the Government lower the retirement age to create more jobs for young people?

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Finding a sponsor is easier

A new quarterly publication for school leavers seeking commercial sponsors for undergraduate training places in electrical and mechanical engineering is to be sent to schools.

The Institution of Mechanical Engineers and the Institution of Electrical Engineers have combined to produce a single source of information for school leavers. The publication, "Training Opportunities", will be issued free to all careers offices and schools with sixth forms.

It will be revised four times a year, making it easy for companies to delete their entries when they have filled their quota of training places. The book also lists the more important schools, and often the names of teachers who can be contacted to search for suitable candidates.

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Entertainments

SHAW THEATRE
100, EUSTON ROAD, LONDON NW1 2AJ
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National Youth Theatre of Great Britain presents

JULIUS CAESAR
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A revival of the notable production by MICHAEL CROFT

Evenings at 7.00.
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"An intelligent and deeply interesting, you can't afford to miss!"

"The production is not to be missed by anybody!"

"Modern dress, but the story is as relevant as ever, the music is superb, the acting is first class, the production is a masterpiece!"

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"A superb production, the best I have ever seen!"

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Bexley Road, Eltham SE9 2PQ

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English Street, Mile End, E.3.

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A two-year part-time course for those concerned with reading in Primary and Secondary schools on two evenings over two years.

Diploma in the Teaching of Mathematics in the Primary School (C.N.A.A.)
Starting in January, 1978, this course will be of value to all who are concerned with Primary Mathematics. A two-year part-time course on two evenings per week.

Diploma in School Management Studies (College of Preceptors)
A two-year part-time course at the Annexe of one evening per week.

European Studies in the Classroom
A two-term evening course for teachers of European Studies in Secondary schools. Autumn and Spring Terms.

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A part-time course over two terms for all concerned with the teaching of Modern Languages. Autumn and Spring Terms at the Annexe.

Organising Physical Education in the Primary School
A two-term afternoon course for holders of posts of responsibility in physical education on one afternoon per week. Autumn and Spring Terms.

Mathematics in the Secondary School
A sequence of afternoon courses on one afternoon a week. The Autumn Term course will be concerned with the Teaching of Arithmetic, the Spring Term will cover The Teaching of Geometry and in the Summer Term, The Teaching of Algebra. This course is intended for non-specialist teachers.

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Postgraduate Diploma in Computing

Postgraduate Diploma in Statistics

These PART-TIME COURSES (two evenings a week for two years) will start in October, 1978.

Both courses are aimed to provide students with the 'practical' skills needed to solve business problems.

Both courses are aimed at graduates although applicants with relevant experience may be eligible.

For further details of these and other, shorter evening courses, contact the Mathematics Department, Polytechnic of North London, Holloway Rd, London N7 8DB, Tel. 070 754 4444.

The Polytechnic of North London

On the side of the child?

Nicholas Tucker looks at the role of comics as, for better or worse, a feeder of children's daydreams

The times when every educationist could be expected, almost as a matter of routine, to sound off against the bad influence of comics on the young are truly past. Today, tattered piles of the *Beano* or *Dandy* form part of many an astute primary school's wet weather arrangements; and even David Holbrook has written warmly about *The Magnet* and *The Wizard* of his youth, although still remembering to condemn "lurid new comics".

At conferences and meetings, speakers may now suggest, at least coexistence with comics, or even something more positive; picture-strip techniques, for example, can sometimes be effective with slow readers; and comics themselves—who knows—may in some ways serve the more vigorous if crude side to young readers' imagination that respectable children's literature may not always be able to reach.

So the arguments tend to go. Even so, it would still be a mistake to imagine that there is never any friction between comics and their occasional critics today. Although there have been no major upheavals to temper the debates over horror comics, in 1955, a steady note of grumbling has persisted ever since, occasionally swelling into more orchestrated campaigns. Last year, for example, there were some well-publicised protests, notably from officials of a Welsh branch of the National Union of Mineworkers, over the amount of bloodthirsty slaughtering found every week in IPC's futuristic comic 2000 AD. Other people, including myself, also objected around that time to what we saw as the chauvinist and self-indulgent way in which comics continued to fight and win the Second World War every week.

Before that, there were complaints, too, about the treatment of coloured races in certain comic strips that were supposed to be about contemporary Britain, where black characters tended either to be invisible or else had a way of turning up as out-of-date stereotypes.

Finally, last year's monumental Schools Council Research Project on children's

reading habits, *Children and their Books* (Macmillan), after confirming that comics were still remarkably popular with every type of reader, then went on to describe them as "a time-consuming drug". And ended with a round of convoluted condemnation of the whole phenomenon: "If the goods delivered are as feeble, delusive and insulting to the purchaser as we have claimed they are, should we not question whether the freedom to distribute such things is a freedom we would do better without?"

Perhaps we should. Even so, some degree of dislike seems always likely to exist between the ideals and expectations of the adult critic and what comic publishers see as the commercial realities of their product. It is hard to see how this tension could ever be resolved to everyone's satisfaction, since it arises out of the very nature of the comic itself, and its direct economic link with its main consumer—the child.

Most children's literature, after all, only gets to its audience when it has received the critical approval of numbers of adults, since children do not, by the whole, buy books for themselves, but

by an adult, sometimes after consulting the views of another adult book reviewer. If this is a school or library purchase, the reactions of parents, should various controversial titles ever be spied on the shelves, must also be considered. In this way it is not surprising that the average children's book usually reflects safer values than most adults will find particularly acceptable. Children's literature has always tried to inculcate the young into some of society's more overt and approved mores and expectations.

Comics, on the other hand, are still so cheap that they can depend directly on children's own purchasing power. In this sense they have continually to satisfy their juvenile customers in order to survive. One way of seeking to do this, of course, is to provide their audience with a succession of flattering, undemanding, immediately appealing fantasies, largely uncluttered by finger-wagging adult morality or any unporting suggestion that the real world may in fact be rather different from all this.

No wonder, therefore, that comics are so popular with the young, and perhaps with some justice; at a time when school and parents may sometimes be over-concerned with teaching children more about the growing complexities of life that they

will all have to face one day, how easy, and which—however cynical seems to be clearly on the child's, providing an Aladdin's cave which, double as a welcome shelter from a sive realities.

Fantasies of personal omnipotence, amazing good fortune, for example, understandable compensation for small and vulnerable—are often reflected in comics at the mental level of a child's own daydreams. Responsible child authors may feel it their duty to however gently, to cut such fantasy down to size in their novels, as a what better preparation for the life come. Comics, on the other hand, concentrate on the needs of the here and now, however self-indulgent or crude.

Sophisticated adult humour, example is usually remote and somewhat of a mystery to children, with attempts to explain more subtle, doomed from the start; in comics, our is knockabout, as tedious to an adult readers as it is close to the genuine course interchange of the playground self. An appetite for crude violence, literature, whether conveyed in slap humour or bloodthirsty adventure, seems to be common with pre-adolescent readers, ever since "bloody" and "pew" dreadful various comics have existed gratify this taste week after week.

This may involve using unreal stereotypes as characters, or the falsification history or even of physical reality but but if readers want something more a cutive, as in other moods they may often do, they can go elsewhere. Meanwhile, if Superman wants to go on life buildings and stopping airplanes in a air, he will remain free to do so in comic strip land, where the reader's favour day-dreams are the first consideration.

What worries some critics is if comics continue to provide such illu largely through picture-reading—a rein in the eyes of many educationists for the sterner demands of an adult environment, which puts greatest value on ability to work with words.

It is not surprising, therefore, if critics sometimes get concerned at some of the shoddy values and falsehoods conveyed in comics, and that there have been voices raised against such literature for more than 100 years. But I have once wrote about his experience reading penny-dreadfuls as young: "If this is the literature a needs, nothing will keep him away from it."

In many ways this still seems to be true. Boys will read comics at times when no other literature seems to have any interest for them. Pre-adolescent girls seem to find an immediacy in comic that chatter away, however inanely, about romance, fashion and trends in the recent pop scene. No book, with its greater time-lag between manuscript and final publication, could ever hope to rival them.

But to say that there will always be demand for such comics is not to say comics should always have everything their own way. As it is, most adults do not know what goes in comics, since they rarely read them.

But sometimes parents or teachers will quite properly use their right to complain over specific points that may seem to go rather beyond the limits of a normal comic-strip bad taste, and if enough people seem to be on their side as in the reaction against all the gore and necrophilia of the post-war horror comics, then publishers, perhaps novel little new books, will be forced to government interference—will usually listen and take some sort of action. For example, IPC found it expedient to suspend their adventure comic *Action* because of complaints over one issue that seemed to parody to football violence.

In this way, ephemeral publications like comics can be altered far more quickly and easily than would be the case with any call for similar changes in books for the young. It is true, however, that only details may change rather than the essence of what many ways stay as a quick, self-indulgent, demanding read for children. But perhaps as much, in any reasonably free society, as any adult critic has a right to hope for.

Nicholas Tucker is a lecturer in developmental psychology, University of Bristol

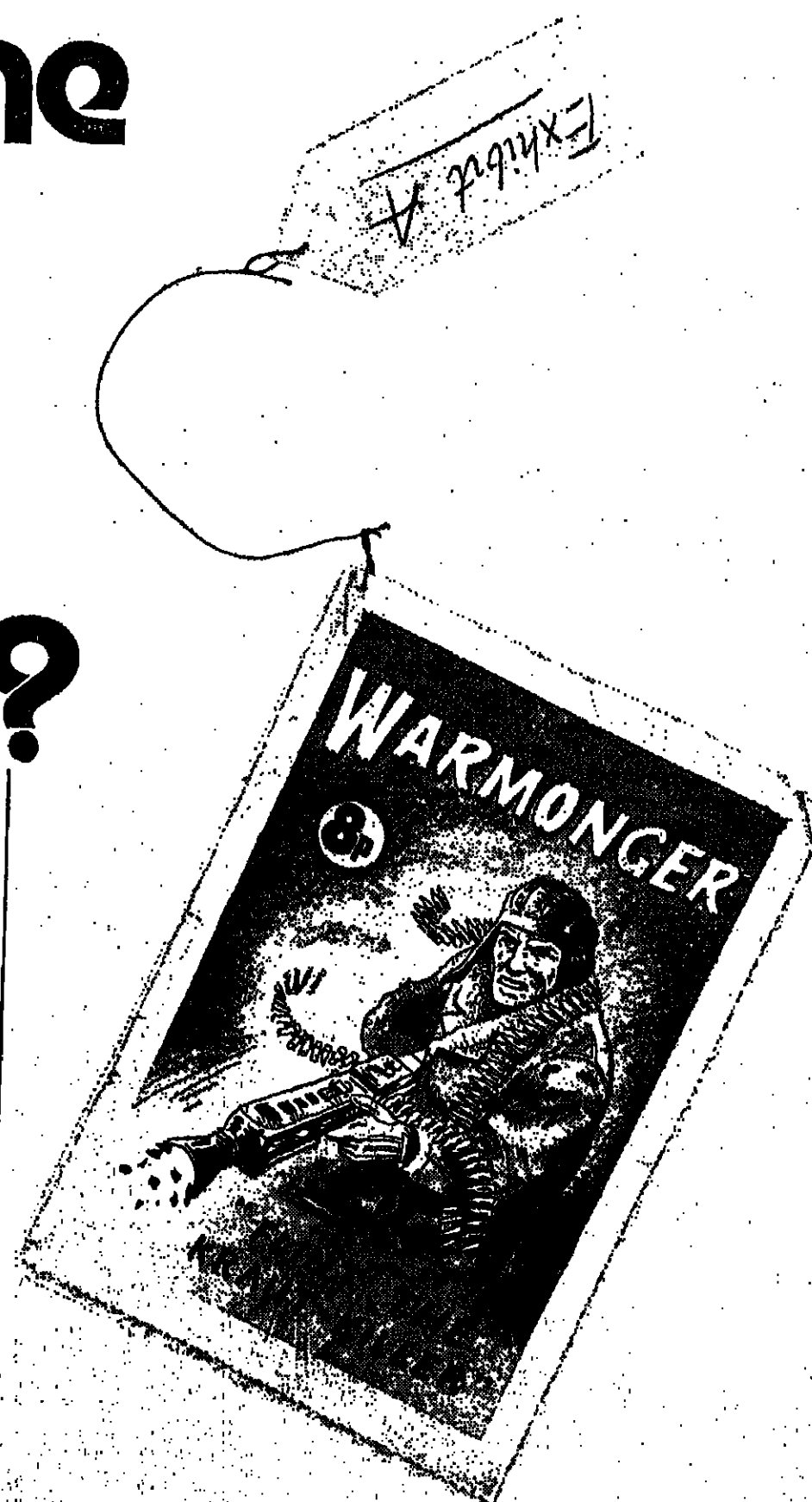


Illustration by Tony Mcweeney

Conspicuous by their success

A simple experiment: adults allowed to study in sixth forms. Tim Albert looks at the results

When she was at school 20 years ago Marjorie Sangster's teachers laughed when she said she wanted to be a librarian.

At 15, like most of her classmates, she left to work in a factory; later she married and had a family. But now she is proving the cynics wrong. She has gone back to school and is studying alongside sixth formers at her local comprehensive. "It's absolutely marvellous," she says. "The kids think of you as the same as them. The teachers have changed a lot since my day: they were always much older when I was at school, and very strict. Now they are very sympathetic." She has just taken an A level in English literature, and is planning to take sociology and history, and go on to university.

The school she goes to can supply other case histories. Patricia Spencer also has her sights on university: the wife of a toolmaker at Ford and mother of three sons, she too left school without a qualification. Joan Critchley left at 15 to go to do a secretarial course, worked in a solicitor's office and is planning to go to C. F. Mott College to take a general arts degree.

And Marjorie's husband Jim, a redundant car worker turned insurance salesman, says he also hopes to follow in his wife's academic footsteps (though with more vocational subjects, such as comput-

ter studies), while at the same time managing to interest the odd teacher in buying one of his policies.

They are the conspicuous successes of a remarkably simple experiment, which allows adults from the local community to study alongside sixth formers, and which has been going on for the past two years in an ordinary comprehensive in Halewood, a depressed area near Liverpool.

Originally planned as one of the brave new resettlement areas for families from the city centre, a political change on the Liverpool council means that the plans rest unfulfilled, with fields criss-crossed with roads and drains, waiting for housing developments that have never come. More recently Halewood was reorganised into the borough of Knowsley, a long thin segment of land to the east of Liverpool, with little coherent history and worse communication links. Its features include a high incidence of single parent families, little employment, no bank or cinema, and no college of further education for several miles.

When Peter Connor, son of a Liverpool crane driver and a graduate of Hull University, took over as head of the Grange School (built in 1964) in 1975, his predecessor had been ill for some time, and staff morale was low. There were only 30 pupils in the sixth form, and clear signs that because the hopes of the planners had exceeded reality (they had added a second comprehensive to the area in 1972) falling rolls were about to become a major problem. In fact 850 pupils are expected to start this month compared with 1,400 seven years ago.

After a couple of months Peter Connor started floating one possible solution: admit adults from the local community into the sixth form. He managed to con-

vince the teaching unions, and then set about a publicity drive, with house to house leafleting, contact with local newspapers and radio stations, and a poster campaign.

The school offered free tuition to the unemployed, or a year's course (with a commitment of just over one hour in school per subject per week) for £14 on easy terms. Through a Job Creation Programme going on in the school, he was able to assign a redundant teacher to the task of liaising with the new adult students.

"The hardest part for many adults was coming through the door for the first time," says Eugene O'Neill, the deputy head who has been responsible for the programme. Nevertheless, when they started in 1976, out of 53 original inquiries 40 different adults started classes, in seven O level subjects and four A levels.

The majority were housewives, though there were others such as a policeman, a midwife and office cleaners. But within a few months some 15 of them had dropped out—though compared with adult drop-out rates generally this is not nearly as bad as it sounds—many of them men, and for a variety of reasons, from moving house to finding a job.

When the results came they were impressive: of the 13 examinations there was a 100 per cent pass rate; in English language O level all six adult students got a grade A. "It does raise an awful lot of questions," says Peter Connor. "What has been going on in the past? Why do they opt out? Why do they come back being motivated and successful?"

For the second year, which started last

autumn, the local council agreed to give the school a £5 allowance for each adult student. In addition, the Ford of Britain Foundation gave £250, which was used mainly for publicizing the courses. A total of 38 signed up, joining seven adults still on courses, and at the end of the year 20 had taken exams. The results are still awaited.

Next year the future looks brighter still: the local authority has increased the allowance to £10 per adult, and has permitted the school to appoint two extra teachers; various local firms have been making inquiries on behalf of their employees; and already there have been 90 applications for courses (to join a sixth form of 45 pupils). "What we need now," says Eugene O'Neill, "is a leisure area for adults. We also need a special tutor."

The teachers also have taken to it well. In a survey carried out after the first few months, all but one thought their pupils were making satisfactory progress. There have, of course, been some relatively unusual problems such as the midwife attending human biology courses, and the woman who liked to talk (aloud) to God in the middle of lessons—but on the whole it has brought benefits.

"I think it's made discipline a lot easier," Eugene O'Neill says. "Adults have a lot to contribute, particularly about their experiences. And discussion groups become much more mature."

It's amazing how good they are, and how much work they do," says Trevor Stent, the head of history. "They contribute a great deal to the lessons and help get discussions going."

But what I find really interesting is, what happened to them at school? They don't seem to have enjoyed it much, or learnt much. We are told that standards are falling; but they couldn't have been very high then. If they get a 100 per cent pass rate now, why didn't they take exams when they were at school?"

Please adjust your approach

Carolyn Holmes reflects on the changing attitudes of teachers to West Indian pupils

Until the mid sixties, immigrant children were coming straight from the West Indies to our inner urban secondary modern schools. They were understandably bewildered, having come from schools where discipline was strongly enforced by corporal punishment, to establishments where there was an apparent lack of discipline. This made them feel insecure.

They could not understand what was expected of them. Staff in their new schools were unprepared. A few tried to cope with this sudden influx of children from a totally different culture; many tried and failed; some did not try at all.

On the other hand, there were semi-wild little boys urinating in classroom corners and disturbed little girls biting teachers' wrists. Nobody in education had had time to give any prior thought to the needs of new approaches and resources for this change in the school population. After a week or so of silent bewilderment the West Indian arrivals would begin to find their feet, observe the confused and often uncontrolled behaviour of the youngsters around them, and change almost overnight into aggressive, noisy and almost unteachable pupils. It is hardly surprising that most West Indian children at that time were under-achieving.

Today, the problems in multi-racial schools are a far cry from those of 10 to 15 years ago. But there are changing attitudes and concerns which need attention if these schools are to succeed.

The average West Indian youngster is physically strong, ambitious, cheerful, confident, and very energetic. They are extroverts and have qualities of leadership. However, outside influences can have rapid repercussions on the West Indian element in a school. They react quickly to events

Even the weather can make a difference.

The Black Power movement has had effects in the schools. To a certain extent it was good. The children for the first time perhaps publicly expressed a pride in being black. The word black began to be used instead of coloured. Black was good, black was beautiful. However, the less well adjusted black children tended to use the influence of the movement as an excuse to turn to aggression toward white children and teachers.

More recently it has tended to be the least well-orientated black youngsters who choose to associate themselves with the Rastafarian movement. Local black extremist groups can have quite a serious influence on the vulnerable teenage groups in the schools. Television also has its effects.

Most teachers would agree that there has to be a different approach to West Indian children. The authoritarian confrontation does not work. Black children will rebel or be stubborn. They will feel trapped, tense white domination and get angry. It has proved to be more effective to cajole and encourage.

The West Indian home attitude still differs from that of the school. Black children who have grown up in Britain are not always understood by their parents, who still consider themselves as Jamaican or Barbadian. When the parents visit the school they anxiously for their children to do well academically, and sometimes express a strong desire that they should be beaten for bad behaviour.

Teachers are sometimes reluctant to write as deservedly bad reports because they know that in certain cases it could lead to a beating at home. It is interesting to note that parents of black babies are never West Indians, but there are cases of West Indian youngsters over the age of 12 being physically hurt by parents.

In spite of their English upbringing, many of these children still speak with marked West Indian accents, possibly because of the home influence. This case it may be deliberately cultivated as a form of identity. Some youngsters are proud when they get excited.

In spite of West Indian parents' efforts to ensure that their sons and daughters are well educated, some children, particularly those of parents of working-class white children—many black pupils begin to lose motivation in the middle school years (when many youngsters do, anyway). This is not helped when they see the growing numbers of their older brothers and friends still unemployed after leaving school.

Until recently, little thought was given to the content of the curriculum for the West Indian secondary pupil. No one believed that the system should change its orientation to black studies, but some thought has to go into including some areas of study more relevant and more geared to their experiences. North America and the West Indies probably makes a better regional choice in geography than North West Europe; world history is more suitable than British social and economic history; some black literature can be included in English lessons and a steel band as a lively and popular asset to any school.

All these aspects of the curriculum must be at the same time, in this age of fast travel and instant communication, where events have world-wide influences and results in the best interest of all pupils, black and white.

However, a multi-racial school does not mean a West Indian school, although in some areas of London the West Indian element predominates. Sometimes by the exuberance of their characters they appear to outnumber the rest. But let us not forget the importance of the role of the English child in these schools.

There is undoubtedly a problem for English children finding themselves surrounded by non-white classmates. This can result in a defensive fear on the part of the white child, often aggravated by parents who are often unconsciously projecting their own fears onto their children.

These children can often subconsciously create a tension in the classroom. In these schools it was noticed that when West Indian children seemed eager to work, white children would often be

There is also the case of the quiet English child being overshadowed by the ebullient West Indian. The English child can no longer be complacent, and has to make a greater effort to gain attention. Perhaps this element of competition is not unhealthy, as the two have much to learn from each other. Many fine friendships have been made between black and white children. Many excellent mixed football and rugby teams, jazz bands, dance and drama groups have achieved far-reaching successes.

Many schools have a fairly large proportion of Asian pupils. Initially the Asian child presents the teacher with few problems, apart from the obvious language difficulties. Many come with no English at all; they have to attend ESL classes at first, and then gradually become assimilated into the school.

Otherwise, the young Asian children are quiet, hard working and obedient. After a while it is noticed that some of them are a little unimaginative, and find difficulty applying the concepts learned as the work gets more advanced. It is then that the over-ambitious Asian parents want their child to be a surgeon and no less, when the unfortunate youngster can achieve little more than the average CSE grade 4.

There are, however, many Asian children who do extremely well, especially in mathematics and science, and go on to further education. But, because of their different religion and culture, and the tendency of the Asian community as a whole to continue with their own traditions and ways of life and not mix with others, the Asian children tend to keep to themselves.

Black children have a future in British society. Black culture will enrich British culture, but not replace it. Schools have a crucial role to play in this direction. Positive discrimination is not the answer to any conflict which may remain. The majority of black children will achieve the standards required for further education, managerial jobs and the professions, as many are doing already, but they must achieve them on their merits.

Carolyn Holmes is head of social and environmental studies, Aplestone High School, Bristol

18



Never too old?

Melissande Woodside

The front page of the *TES* recently told of a drive to encourage mature students to apply for university training. My experience has been as follows.

I had a responsible job at the British Productivity Council. I looked for the university education which I had been unable to obtain in my youth. I therefore applied to the Senate of London University, asking if there was an age limit.

I was told there was not, but that I must obtain two A levels and Latin to O level. So I gave up my

job, since with this it was impossible to attend evening classes. I obtained "A" in A level English, with distinction in the special paper; "A" in A level history, with distinction in the special paper; "B" in French A level; and "A" in O level Latin.

I was called for interview to a London College. I was greeted with: "You are the oldest student ever to apply. You do realize, don't you, that to a young lecturer, you would appear as his aunt?" I was also asked: "What guarantee do we have that you could learn a language?"

What guarantee did they have that applicants who had not yet obtained their results could learn a language? I already had a "B" in French, was awaiting my Latin results, and had informed them that I spoke Malay fluently until I was six years old (it was an oriental language for which study was required).

I was turned down by this college, and by the three other London colleges to which I had applied (without interview by the others).

I had also applied to Sussex University, having read in newspapers of people who had been unable to obtain higher education in their youth succeeding at Sussex. I was greeted with: "You'd have had a better chance of obtaining a place here if you hadn't had all those A levels."

My interviewer then asked me: "Do you listen to pop records with the youngsters?" Answer: "I am very friendly with some of the young people at my adult education college; they choose to lunch with me and to visit me. It so happens

that none of them care for pop music; if they did, I should imagine they would prefer to listen with their own age group."

Next question: "How do you compare with the youngsters in regard to marks?" Answer: "You have my examination marks; they were better than those of the rest in my classes." Interviewer: "O, but I meant Marx."

He then put me through a viva voce examination in English literature, commenting at the end: "O, you'd be far too much in advance of our youngsters!" I was turned down by Sussex also.

I am eternally grateful to the New University of Ulster, which granted me a place. I gained my BA Hons English with second class honours, upper division.

I then applied to Queen's University, Belfast, for a place to take the MA degree, informing them of my age. I was told that I must gain at least a second-class honours, upper division degree (which I did). I was asked for letters of recommendation from two of my lecturers; those lecturers sent these. I was told I must have the consent of the head of the English department; my adviser at NUU told me that this head had said he would be very pleased to have me.

Result: a refusal. I wrote to the registrar and have since written to the admissions officer asking for a reason for this refusal; no reason has been given. I was told by Dublin University—unfortunately, their lists were full by this time—that "There is no age limit on higher degrees."

I have now one year to go for my BA Hons. French at NUU. I should very much like to take a

higher degree, but this has been costly beyond my pocket; I understand the fees will be in the region of £900. Indeed, my final year is to cost £600, unless a reduction can be made.

Your report stated that adult students may receive a grant. There is, however, a snag here. Retired people must necessarily have an income, however small, on which to live. My very small income was judged too high for me to receive a grant for my initial BA studies, other than the mandatory £50 per annum (paid in instalments).

I was informed by Ealing, where I lived before coming to the university here, that "there are no grants for second degrees."

I am not alone, at my age, in wishing to study. One of the senior administrative staff here cordoned me that, when he retired (which would be soon), he wished to take a degree. Now, he says, he cannot possibly afford it. Perhaps the Government does not wish elderly people to study?

In France, I found the university fees to be in the region of £25 a year, and, for the *Université du troisième âge* (that is, for retired people) only £10 a year, for which they may take any university subject they desire, including poetry, pottery, weaving, painting on silk, guitar, movement to music, yoga.

In France, they believe in encouraging the old to learn, both for their mental and physical health, and for the benefit in young students, who are encouraged to mix with them and to take their craft and other classes.

Melissande Woodside was formerly Information Officer at the British Productivity Council.

Community workers and tutors

John Tubbs

While I agree with many of the points made by Alan Twelves in his recent article ("School, Straitjacket", July 21), I feel a need to be qualified.

It is useful to make a clear differentiation between the role of the community worker and that of the community tutor. The former has a more or less clearly defined educational function, and is almost invariably a school or community college based.

This function may be that of teaching or running an adult education programme, encouraging a community to use the daytime facilities of the school, running a wing or, more likely, a combination of all or some of these. The community tutor will tend to be identified with a school or college.

The community worker, as Alan Twelves says, starts with a common interest groupings (such as associations, residents associations, voluntary organisations and so on) or as individuals and focuses on their relationship with various organisations, bodies and institutions including the school.

Although community workers must have education overtones, their primary task is to develop and take action on the behalf—they will be helping people to define their problem more clearly and facilitating their attempts to solve the problem.

Alan Twelves says: "The community tutor starts with what the school can offer, rather than what people need." Some do not see from this position at all, either in the school or in the community, the role of the tutor as a go-between translating the needs and wishes of the community to the school and vice versa, or, some cases, acting as the voice (and usually an unpopular one) of the aspirations of the community to the school.

The determination of the role as a function of the community is not of course, many and varied but certainly one of the more significant is the ideology and philosophy of the individual concerned. I cannot know of community workers who are more like the stereotypes of generic community workers I have tried to describe in this article, or, might be physically school-based, they quite frequently find their selves in vigorous interaction with the school.

It is arguable which type of education is most likely to be desirable in the context of the school. The work of community workers is legitimized in the eyes of the school hierarchy by virtue of the presence in the classroom, at staff meetings and so on.

If they play their cards well, and if for instance, the head is pre-disposed to take note of the activity upon messages from the community then community workers may find themselves in a position of considerable influence in the school's development.

Community workers' problems are different, but no less interesting. Having got to know their school and established their credibility with the hierarchy either as advocates, facilitators and enablers.

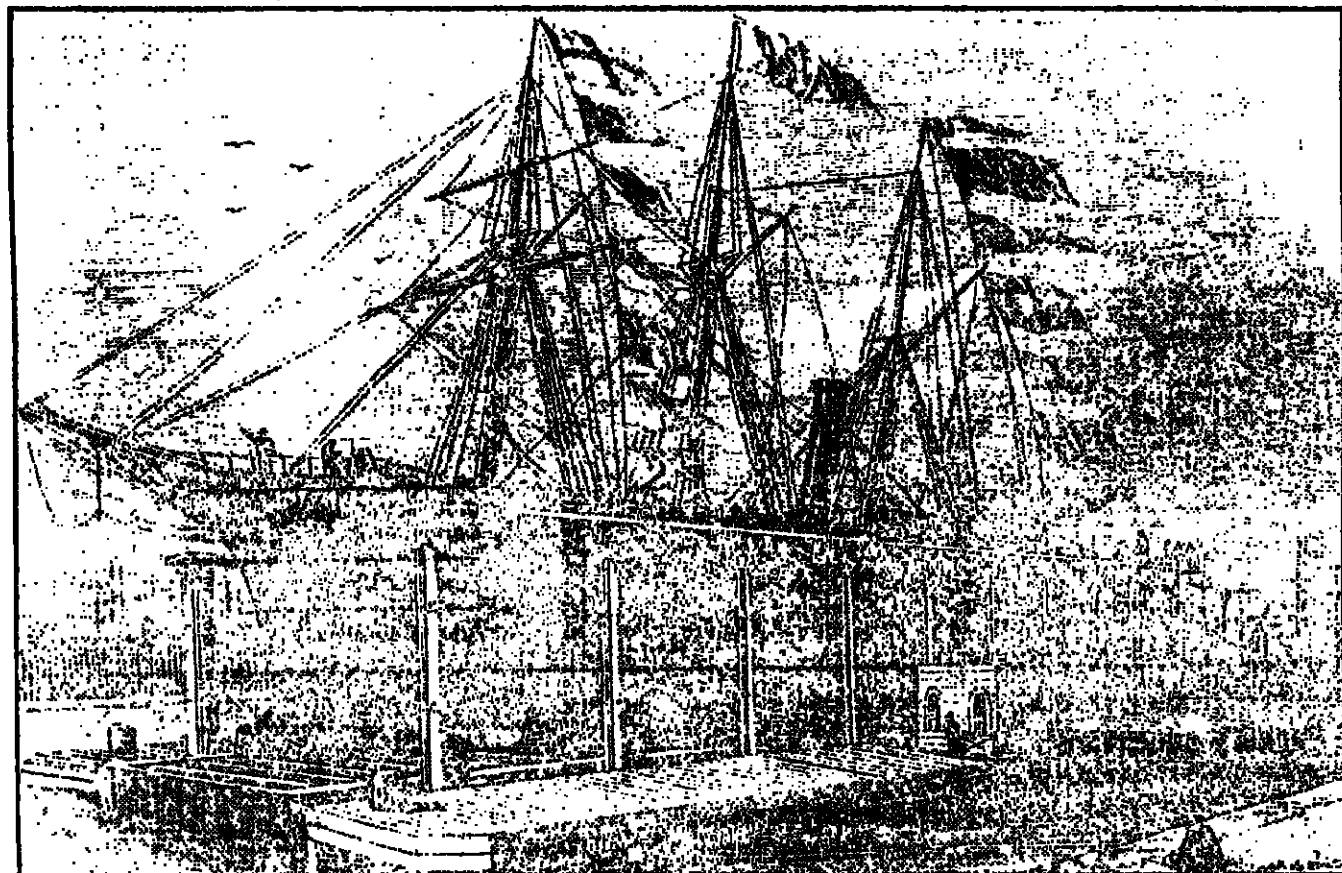
As Alan Twelves points out, there is considerable ignorance and misunderstanding on the part of teachers about the function of the community worker. There is a considerable gap between the two in terms of status.

Moreover, most community workers, whether centre-based or detached, work very much on their own, at least in the beginning. It is probably true to say that the effectiveness of the work depends on the quality of the large secondary school.

John Tubbs is a community worker, Information Officer for St. Paul's School, London.

19

Intellectual Jupiter



As an engineer he ranked with Brunel and Stephenson. Yet today he is chiefly remembered for his amazing feats of calculation when a boy. Philip Coggin looks back on the extraordinary achievements of George Parker Bidder, who died a hundred years ago this month.

Communication was so important to Victorian engineers that they staked their professional reputations within earshot, so to speak, of the greatest talking shop of all, the Houses of Parliament. In those pioneering days of the railways, it was often the engineers themselves who argued the case for new projects before parliamentary committees.

George Parker Bidder, who became president of the Institution of Civil Engineers in 1880, was described as "the best witness that ever entered the committee room". He was "the terror of hostile counsel, who found it impossible to discomfit him, and who stood in as much dread of his ready and sometimes rough repartee, as of the exact and detailed statements which he could always furnish, running with perfect ease and accuracy through long strings of figures and intricate calculations." An opposing counsel once unsuccessfully applied to their Lordships for Bidder's exclusion from the room, on the grounds that "nature had endowed him with particular qualities that could not place his opponents on a fair footing."

Those particular qualities were his ready tongue and his phenomenal capacity for mental arithmetic. For ten years from the age of six, he toured England as "The Calculating Boy", exhibiting his talent in inns and fairgrounds, as well as in royal and noble households.

He gained an easy victory over the formidable American boy, Zerah Colbourne, in a public exhibition at the Bank of England. The facility never left him. On his deathbed at the age of 72 he made an instantaneous calculation which ran to 15 digits.

If Bidder is remembered at all today, it is as a mental calculator. Yet to his contemporaries he was one of that great triad of engineers that included Brunel and Robert Stephenson.

The year after Brunel presented his plans for the Great Western Railway in the House of Commons, Bidder, then 18, joined Robert Stephenson in the legendary driving office at the Rye Arms Tavern in St. James's Wood to work on the London and Birmingham Railway. Professionally, Bidder and Brunel were invariably on opposing sides, as in the Atmospheric Railway controversy and the Battle of the Gauges, but they remained close friends.

As an historical curiosity Bidder is no doubt fascinating, but as an engineer and a man he has a more urgent message for our time. His example is relevant to the Green Paper's call for closer liaison between schools and industry, to the Pilkington Committee's inquiry into the engineering profession, and above all to the literacy and numeracy debate.

Reading, writing, listening, talking, arguing and mental calculation took up a large part of Bidder's time. He analysed and reflected on these activities in a marathon seven-hour lecture on "Mental Calculation" given in 1864 at the Institution of Civil Engineers, which he called his "best friend". Robert Stephenson, in the chair.

Bidder believed that mental arithmetic could be more easily taught than ordinary arithmetic, and that it may be rendered

conductive to more useful purposes, than that of teaching by rote; that it may be taught in such a way as to strengthen the reasoning powers of the youthful mind; so to enlarge it, as to enable it, and to render it capable of embracing all knowledge, particularly that appertaining to the exact sciences."

The great secret is to study concrete before the abstract, numbers before figures. Bidder would despair of any progress in pupils if this principle were not strictly observed. Herein surely lies the reason why so many pupils today fail at both calculation and mathematics. They grope with symbols without knowing the concrete reality they represent.

Bidder compared the process to talking and reading. Objects and actions come before names and letters. Our subject-minded curriculum has succeeded in divorcing speech language from number language, to the detriment of both. Speech remains vague and unquantified, while number is isolated in the abstract, unavailable as a means of communication. Properly taught, mental arithmetic can overcome this dichotomy.

Bidder, lively, mild, was unsophisticated in formal schooling. He was born in 1806 in Moretonhamstead, in Devon, the son of a stonemason. He learned to count with pebbles and marbles, and later a bag of slat, arranging them in patterns, long before he knew the symbols of the terms "multiply" and "divide".

An elder brother taught him to count up to 100, and that was the extent of his instruction. Apart from the village school from which he mostly benefited—and a year spent at the age of 11 at the grammar school in Camberwell. In this way he became perfectly familiar with numbers up to 100.

They became as it were my fingers," he said, and "I knew all their relations and acquirements."

How this simple system became the foundation for calculations that ran into billions must be studied in his paper on "Mental Calculation". Bidder stressed one further point. From the age of six he was the centre of attention in the village smithy, where he performed to admiring locals. The rewards of awards and pennies were highly motivating. When his father took him on the road, the applause of the crowds motivated him still further.

Young Bidder was not simply adept at

arithmetic. He was a good problem-solver. The questions became longer and more ingenious. One question contained 250 words and required 30 separate answers. He was a match for the Joker. "How many bulls' tails to reach the moon?" he was once asked. "One", replied Bidder. "If it's long enough."

He was all good mental gymnastics, involving the close association of words and numbers. He claimed that his method could be transferred to any other subject, and proved the point when wealthy patrons rescued him from the fairground and sent him to Edinburgh University, where he distinguished himself despite the paucity of his academic background.

From then on his life was a saga of success and achievement. Apart from the many railways in Britain he pioneered systems in Norway, Belgium, Egypt, India and Denmark, where he also introduced gas lighting. One of the first to perceive the value of the electric telegraph, he was a founder director of the Electric Telegraph Company. He designed the swing bridge over the River Wear in Northallerton, which was the first of its kind.

A consultant to Palmerston on the Welsh slate quarries, he was also government adviser on all aspects of defence, from protection against invasion to naval shipbuilding and explosives. He served as Colonel, Commandant of the Engineer and Railway Volunteer Corps. The scope of his engineering interests can be judged from his contributions to the meetings of the Institution of Civil Engineers. The titles occupy 46 columns in the *yearbook* of the proceedings.

In his view, the function of the engineer was "to take up the results of discoveries by the abstract mathematician, the chemist, and the geologist, and to apply them practically for the commercial advantage of the world at large, and to diffuse their benefits to the people."

One of the first to be concerned about the environment, he deplored the "railway mania" of the 1840s and saw canals as being "a waste of money and not in competition with the railways." Although he once described himself as "only a railway engineer", his first love was probably hydraulic engineering.

It dealt, he said, "with the supply of water to the large cities and towns of the kingdom, with the utilization of that water for various purposes connected with our manufactures, with the preservation of the beauty of our rivers and the prevention of their pollution by the drainage of our towns and the refuse of our factories. Indeed, a more beautiful and interesting subject can hardly engage the attention of an engineer. It may be said that it constitutes in point of fact, the sensational literature of our profession."

The Victoria Docks in London and the Harbour at Lowestoft were his work, and he was consulted on every kind of problem from the Liverpool Flood in 1872 to the metropolitan drainage of London and the purification of the River Thames. He advocated the extension and development of water power as an insurance against the eventual exhaustion of the non-renewable resources of coal.

Colonel Felt once said that his employer, Henry Royce, loved children because they were sincere and sincerely were paramount in engineering. Bidder had the sincerity of both business and sincerity. He was quick to placate those he offended. Devoted to his wife and seven children, he was sensitive to their individuality and independence.

When he was not with them on his highly productive farm at Mitham or at his residence in Dartmouth, he wrote to them, almost daily in a warm, light-hearted, gossipy letters, signing himself, "your affectionate playmate". His five daughters were carefully educated and taught riding, rowing and sailing. When possible they accompanied him on his business trips at home and abroad.

Worried about the design of his new schoolhouse, he wrote to them, almost daily in a warm, light-hearted, gossipy letters, signing himself, "your affectionate playmate". His five daughters were carefully educated and taught riding, rowing and sailing. When possible they accompanied him on his business trips at home and abroad.

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Philip Coggin is Head of Park Senior High School, Epsom.



WHEN THE SEA TAKES OVER

Tim Albert sails with the Ocean Youth Club

The dozen youngsters made their way gingerly down the shivering ladder from the deck at Southampton and on to the boat. They were a motley crew: boys and girls aged between 16 and 21. Some were at comprehensive, others at public school. One was a librarian. Another was studying land management at a polytechnic in the Midlands. Few of them had met before.

When I left them some 16 hours later (climbing carefully on to a small motor boat just off Cowes) they were already beginning to meld into an efficient crew. They had cooked a couple of passable meals, attended a mayor's reception in their honour at Southampton, spent a sweltering night in their quarters, learnt some basic drills (including a man overboard routine, with a cardboard box as the "man") and—two of them who had stayed out too late—been tucked off firmly by the skipper.

After I had left, they came second in a race with other boats in their fleet. They were then scheduled to sail a full week of sailing and socialising, including a trip back from Cowes to Brighton, some

manoeuvres for a television programme, and a sail across the Strait of Dover and up to Brightlingsea. They were just some of the 90 or so who each week go on such trips, organized by the Ocean Youth Club. The club owns and operates eight 82 foot Bermudan ketches and one gaff rigged yawl from five regional centres throughout the British Isles. Youngsters generally pay £65 for a week (£60 if it is off-peak and £15 for a weekend) though prices will go up this year to £75, £70 and £20. The club is an educational charity, with an impressive list of governors, and Lord Caldecote of Delta Metals chairman.

It has evolved from the work of Chris Ellis, now a teacher at Eton and still a club governor, who, as a youth worker in Stevinge in the 1950s, hit upon the benefits of using sailing boats—and the discipline of the sea—as a tool for youth work.

"He had been a naval officer during the war", says David James, the club's present director. "His idea was that the way to communicate with young people was through what he knew—which was the sea—and the way to do that was to get a boat and go down there."

"It worked like magic. They didn't react against his authority because they understood that they had to have a skipper and that you had to work together. If you didn't, then nothing happened."

In 1966, with the support of the Rev Chris Courtauld, then a curate in London's East End, who owned the yawl which the club still operates, he set up the Ocean Youth Club. Its stated aim was to improve the condition of life for young people by taking them to sea.

For nine years the club was run by a full time secretary, but in 1969 Geoffrey Williams, a winner of the 1968 single handed transatlantic race, joined as executive director. Under him the club expanded, and ageing fleet was sold off, and replaced by seven specially designed boats built in the club's shipyard in Cornwall. Each boat was specially sponsored, by an impressive list of firms: Ben-nerbrook Newspapers, Wates, Whit-



Linda Bagshaw, skipper

bread, Molins, RTZ, Swires Shipping, the Drapers Company, and Scott Bader Commonwealth.

Two years ago Geoffrey Williams left and took up farming, and last May David James, a former naval officer turned sailing instructor, who used to organise sailing for young people from the London borough of Tower Hamlets, became the new director.

His plans include adding another five boats, slightly modified, in order to build up branches in Northern Ireland, North East England and London (supplementing those already based in the Hamble, Holyhead, Plymouth, Brightlingsea and Glasgow). Each new boat will cost at least £190,000, which he hopes to raise partly through sponsorship and partly through the club's own fund-raising efforts.

One of the boats, he hopes, will be available for special projects, such as the Whitbread Round the World Race in 1981. He also wants to have sufficient funds—about £8,700 a year—to provide help for young people who want to go on the boats but cannot afford the fees. And he intends to increase public awareness of the club by building up local support groups and by such projects as taking the "Spinners" on board the floor as shantymen during the Tall Ships Race.

He emphasizes the organization's clubiness, which it encourages through winter weekends and social activities, such as refitting parties, and through providing a structure of opportunities for those who want to progress through the ranks. Several of the eight permanently employed skippers, have come up this way, as have a large proportion of the temporary volunteer skippers, volunteer messes and the young bosuns, who spend several weeks on board doing the menial tasks and learning the ropes.

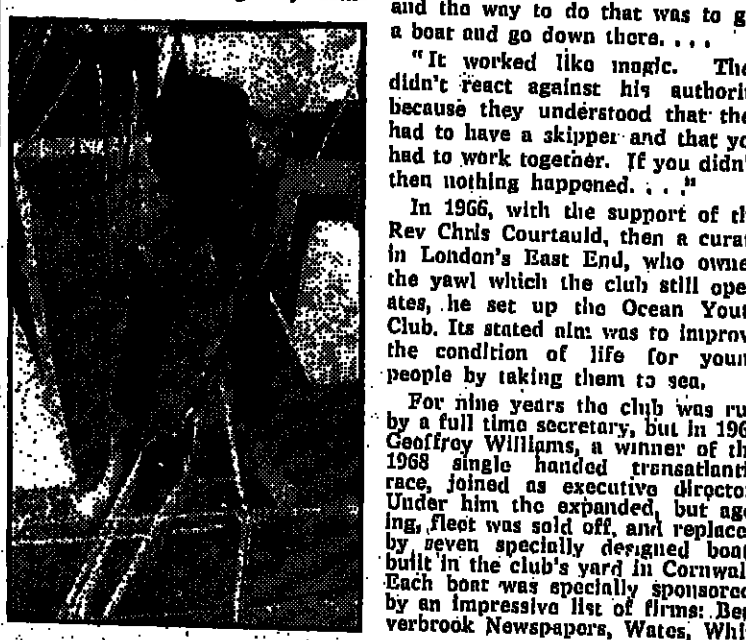
Linda Bagshaw, for example, the skipper of the boat I sailed on, was one of these. Aged 30, a graduate of Essex University and former systems analyst for Unilever, she has been sailing with the club for about nine years, latterly as mate, and for the past year as professional skipper.

"The attractions of the job? You are at the mercy of the elements," she said. "There is no point in being resentful or going to the union. You just have to sort things out according to the resources you've got... The kids vary. The best trips are those with a number who have never met before, who come from different backgrounds and different towns..."

"I have had crews who have never seen the sea before, so it's no use shouting technical things to them. On the other hand, you have to go across enough to enable you to sell the boat. When you are going many of them are miserable, sea sick. They don't know how to look after themselves, find it hard to keep tidy."

"But then comes the rewarding moment when they start to climb and the crew starts to run the boat. By the end of the week they are as if they've been doing it all their lives, and many of them keep in touch with each other afterwards."

"We're not a sailing school. The idea is not to teach them sailing but to allow them to absorb seamen-ship. You don't need an exam or a diploma on a boat this side of the Channel."



By the end of a week this crew will be running the boat and acting as everyone's skipper.

"Between the cordilleras" continued from page 21

vettered out into a dusty field behind the houses. Our faithful Brazilian Volkswagen couldn't pick up the scent again so we waited until a lorry showed us the way out of town and into the western cordillera near the misty base of Chimborazo.

The descent from cool altiplano through the clouds into tropical jungle is sudden and surprising. The air thickens, the road surface crumbles, the trees grow tall and luxuriant and brilliantly coloured butterflies brush the windshield. Little black vultures as numerous as crows circle over plantations of oil palm and banana. Eventually the road straightens out over the endless, swampy floodplain of the river Guayas, a bird-watcher's paradise broken by clumps of low woodland and stilted trees.

Guayaquil, once known as the "Pearl of the Pacific", is still distinctly gruesome in parts, like a wilder, dirtier Marseilles. Behind the waterfront, boulevards we found back streets full of contraband and poorer quarters with unpaved roads, lit only by oil lamps and charcoal stoves and infested with cockroaches and rats. Yet, just around the coast we came upon palm-fringed beaches with wheeling frigate birds, skeins of comical pelicans and negroes fishing from dug-out canoes.

This busy tropical coastline between the Sierra and the sea is far cry from the quiet, isolated, less accessible forest lowland on the eastern side of the Andes. The Aucas and Jivaro, tribesmen who live here travel by river and generally avoid contact with the out-

side world if the oil prospectors let them. The rain forest and the upper tributaries of the Amazon make attractive scenery against the backdrop of the cordillera, with occasional glimpses of Sangay and Tungurahua. Our travelling in this region was a good deal slower and more arduous with no surfaced roads and heavy rains causing periodic landslides.

To round off our tour of Ecuador we flew to the Galapagos Islands with the cabbages and laundry for the air-base. The islands themselves, rough, volcanic and ravaged by goats, are hardly the easiest environment for the remarkable wildlife.

We were struck by the absence of fear and the abundance of the animals and birds and the vividness of the harsh landscape, with its red and black stone, white Palo Santo trees and bright green opuntias. Each island with its subtle variations of bird life and seal colonies was a delight. Shutter-clicks, cameras whirled and the animals themselves were frequently visited the ship to take a closer look at us.

We liked Ecuador for its manageable distances, its mild August climate at all altitudes and the extraordinary kaleidoscope of images and experiences it offers: touching up the frozen misty flank of Cotopaxi, gliding down the river Napo in a long canoe, sailing into sunken craters in the Galapagos, watching "el Presidente" himself, as the boss alongside our ship in a tiny boat laden with gold bullion and whisky in-carrier bags. All this and petrol at 12p a gallon. If we are asked, I think we might go again.

ALL YOU NEED TO KNOW

As one of that breed of British travellers who insist on bottled (and sealed) mineral water and cannot take a walk in foreign countryside without bracing himself for a deadly snake bite, I have found the "Travelers' Survival Kit: Europe, particularly useful."

Water in the Mediterranean countries, it confirms, can be hazardous, and its suggestions include neutralising the many bacteria with a sort of vodka. On snake bites it thankfully destroys the myth that the only way to treat is to suck out the poison.

"The treatment for snake bites", it says, "is to apply a tourniquet, keep still and undisturbed and find a doctor fast. Trying to suck out the venom is not advisable as it encourages blood circulation and may help to spread the poison."

really do think the British girls are promiscuous (so be warned) and that if you want to play an extra bit of a country movie then your best bet is to head for America.

Each section covers the country's basic characteristics, the natives, their regulations at port of entry, communications, money and money, and advice on "accommodation, and hygiene, and notes on how to get further information. Tips include how to get a free map or a baby-sitter, or emergency form of Russian, volunteers is to throw yourself in front of a passing car, then try to bribe the driver into an out-of-pocket taxi."

There is also an introduction with general tips. "When you go abroad, remember that many who have gone before you have established a reputation that isn't all together wholesome, all too often, the word 'English' is synonymous with 'heavy' and 'staid' based on the typical British tendency to be blond with his surroundings."

This "vocabulary" has advantages—for instance when confronted with the law, just say "British" and it'll be taken as a "discrepancy."

Tim Albert

By the end of a week this crew will be running the boat and acting as everyone's skipper.

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STARTING FROM MÜNSTER

Dan Finkley tours Germany's western borders

Despite the poor exchange rate, it is still possible to see Germany quite cheaply. Camping sites and student residences which let out their rooms to all during vacations for around five marks a night are profuse, and the *Student Hostel Guide*, on sale at student travel agencies in this country, indicates the few that require a student card.

Münster, near the Dutch ports and the showplace of the North, is a good starting point. A non-industrial university town, its medieval Prinzipalmarkt is smothered by prosperous burghers and bearded students. With its baroque schloss, once the Prince-Bishop's palace, seven-mile-long tree-lined Promenade following the site of the old walls - elegant houses, streets of brick a brace across, nineteenth-century student kneppe, and cathedral-dominated square, it is almost Italianate. Münster is though a somewhat "staid", unemotional.

Münster erupted into history in 1535, with the "Münster Republic", and again, in 1648, when the peace of Westphalia was signed here. The cages in which the executed millionaires hung, still dangle forbiddingly from the Lamborikirche. And the Friedensaal is kept as it was when the peace was negotiated.

Fashionable Café Schüken maintains an elegant fin de siècle air, where barons' younger daughters note likely future diplomat husbands. And the leafy Budenturm beer garden, named after a watchtower near by, left over from the city's medieval defences, is vivacious on sunny days.

For a glimpse into German folk history, the Münster Freilichtmuseum is ideal; blacksmith's, mason house, and seventeenth-century bakery are all there.

You don't usually eat museum exhibits, yet the smiling old-time "senner" in his apron, lifted down the string of raucous waltzing and offering them around. "Smoked over this fire just as in 1619", he laughed.

We were in a seventeenth-century farmer's house, perfectly preserved and resplendent with all the household belongings it had accumulated. As the visitors clustered around the hearth, another of the museum's characters, an elderly lawyer, looking splendidly at home in period dress, explained: "When I was young lived in a farmhouse exactly like this. Twelve of us, and the cows, horses, pigs, and Lord knows what under one roof."

Such Münsterlander farmhouses still abound although in this technological age there are partitions between human beings and animals.

The Münsterlander's moated manor, with renowned showjumpers in the parkland, drift into the idyllic Sauerland, peppered with fairy-tale villages. In slopes, providing safe and inexpensive skiing, make Wittenberg a mecca for Ruhr escapades, and in summer it is something rather different.

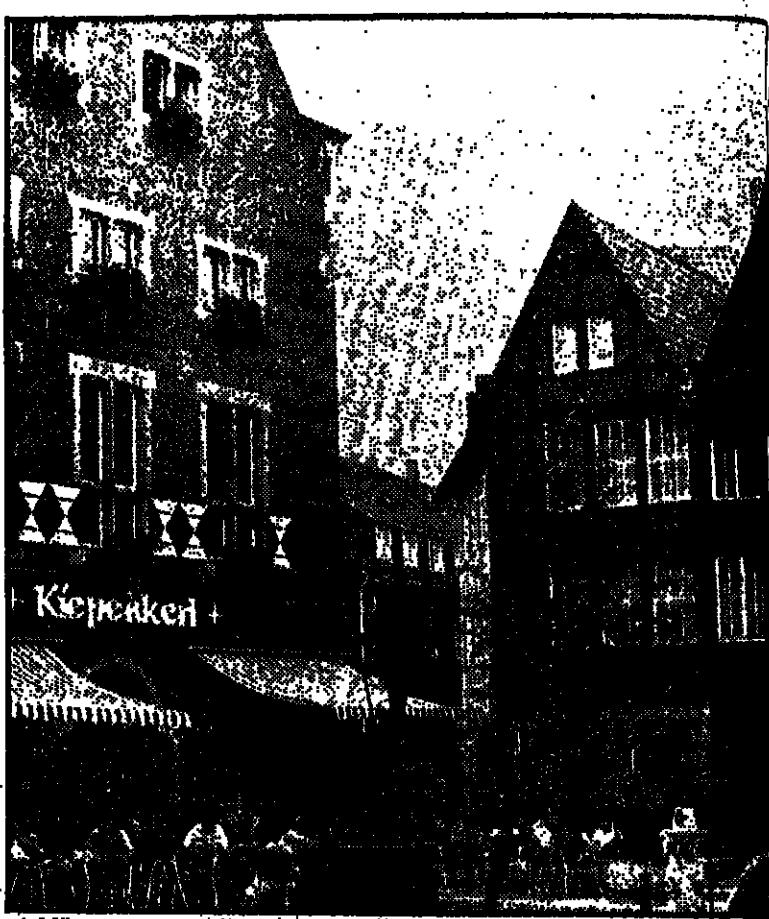
Reckoning, the Rindgebell's was located southward, dusk, but do not need the occasional Muenster-bredches on the forest's edge to remind you where you are. With characteristic olive ranks, every where, Germany is Western Europe's biggest nut producer.

COME AND HELP

By Francis Kellaway

When it is the adjective that instantly comes to mind when thinking about the Acorn Camps, it is the National Trust. The camps, in which volunteers help in conservation work (from basic forestry to tending ancient paths to planting waterways) provides a purposeful activity and pleasure.

It is remarkable that the scheme, which has been in operation for over 10 years, is not more widely known and supported. The first wave of the National Trust's first of course, is the "Acorn Camps". These are voluntary camps, often in remote areas, where a local association of trust members, with advice if required and finance,



A Münster street café on a sunny day.

five per cent under forest with nine deer to the square kilometre).

The Siebengebirge mountains near Bonn, home of the Teutonic gods, are a dark, lush, unlike, say, the vividness, but with an indefinable romantic quality which is more than memories of Helms.

At seventeenth century Gasthaus Müller deep in the countryside, we had huge Wesserschneitz before a blackened hearth lit by brass candlesticks. Hosts led us out of the cinnabar stories are commonplace. And foaming brown Ale beer is certainly up to our bitter.

The Mosel valley's sharp white "kellerei" epitome of "hueso" wine are excellent. We tried a well-known at Eifel, Germany's oldest city; tasting a dozen nectars in the Bischofliche Weingut with 300,000 litres in its chilly vault.

Compiling slices with beautiful views are numerous. Soon we were well into the sun-drenched, half-timbered, flower-bedecked villages of the more exuberant Deutschland. The atmospheric change in contrast to the north is obvious.

While the sun is shining, it is also more spring and everything. The ambling *Burcheithlichkeit* of Rudesheim, pride of the Rheingau, is somewhat touristy, but elsewhere there is much for real, and as a high-spirited student I received like and offers of overnight hospitality in plenty.

Timeworn cides, like Mainz, Heidelberg and Freiburg, like the way northward, providing urban entertainment.

But, I lost my heart to Heidelberg, just the way. Seeing the hills sweep down to the Neckar, the city, where the eighteenth-century "Studenten-Jahr" only went out of use in 1914. I am not sure if the "Studenten-Jahr" is still held.

400 miles of unspoiled coastline. For more than 80 years the activities to preserve the beauty of the coast (only 8,000 in 1948) has approached 800,000.

But, it is a most significant reservation - it cannot be denied that there is a case to be made by those who regard the "Acorn Camps" as a "middle-class, middle-aged" affair. Whether there should be a change of policy that would attract the fun fair kind of "Acorn" type of camp is one question. Another, and more pertinent to the article, is whether the "Acorn" is able to attract and provide for young people.

which certainly is required). These groups do voluntary work on trust properties, and organise a social programme.

All this being acknowledged, however, it remains true that the younger generations are in the main unaware of the activities of the trust and indifferent to its aims. There are noble attempts to interest young people and to gain the enthusiasm and support. Last year, for example, was designated "Heritage Education Year", and programme primarily intended to promote the educational use of open spaces and nature reserves had a modest success.

Perhaps a major advance is due on the "Acorn" side, where the past decade could mean that the "Acorn" is now a "Acorn" in its own right. There are, as I have said, independent kinds of camp. "Acorn Camps" are

"Come and help" continued

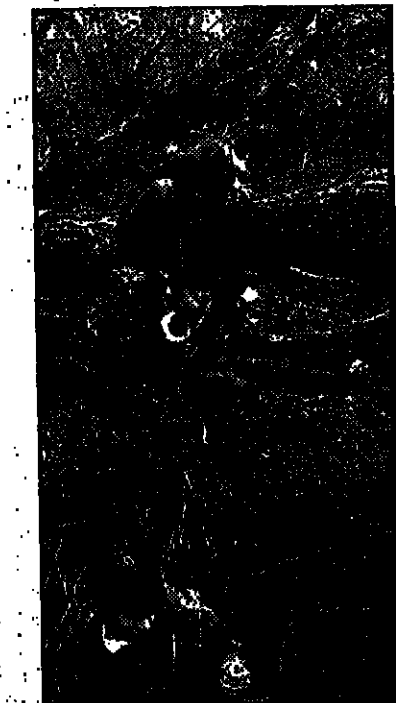
defined by the Trust as "buildings offering simple accommodation for parties of students or other young people who want to take part in practical conservation projects on National Trust land, or to have a base for their own outdoor activities". "Acorn Camps" (no doubt the Trust is an awkwardly chosen word) represent a practical way in which those aged 16 and over can help maintain and improve the country's heritage.

The Trust is completely honest about its intentions. Young men and women are given an opportunity to spend a week of their holidays on Trust properties, but at their own expense and doing work that would otherwise not get done. Much of the work is healthy (and strenuous) outdoors, but there are wet weather tasks (usually equally strenuous) under cover.

Bookings, from applicants who must be 16 at the beginning of the year, are for units of seven days, though a double stint is possible. The current cost is £7 a week, and for this year over 1,600 volunteers are expected on 102 nights of camps at 53 locations.

The participants come from a variety of backgrounds, and few have had any previous connection with the Trust before their first visit. Over one in five, however, returns for a second year. Accommodation is in village halls, schools, youth hostels, barns, the specially designed Dase Camps or spare rooms in Trust houses.

The average number in a camp is about 18 (the maximum is 24) with boys and girls in a 2 to 1 ratio. A specially appointed leader is responsible for the day-to-day administration on camp site and work site. There is normally an assistant leader, and sometimes also a caterer to cope with the rota for cooking. In answer to the obvious question, why do they come?, the Trust



Clearing shrub and undergrowth in the woods at Harwood Park.

offers a variety of reasons, including "a popular desire to help with practical conservation, to get away from cities, to make friends with other young people or to qualify for a gold section of the Duke of Edinburgh's award scheme". "Workshops" indeed. Of course there are a few malcontents and a few grumblers. But most of those attending Acorn Camps enjoy themselves to the full. "Acorn Camps" is a common report and has a sense of achievement of fulfilment, even of dedication.

What, then, is needed to foster this exemplary volunteer service, and to overcome some of the apathy of the "what do I get out of it" brigade in sixth forms and colleges?

There are several answers. The vital one in the present context is leadership. If more people of experience would offer to help to organize Acorn Camps and to publicize them, then a vastly increased number of young people could be encouraged to serve, to spend their spare time to good ends and to gain much in personal satisfaction and development.

Anyone interested should contact Mr Richard Speed, secretary to the junior division of the National Trust. (I am indebted to him for much of the factual information in this article; the opinions included are my own.) His address: The Old Grape House, Clivedon, Taplow, Berkshire SL6 0HZ.

A TOUCH OF NOSTALGIA

Leslie Gardiner revisits Bulgaria and finds Sofia sophisticated and the monasteries attracting a new kind of pilgrim

It is five years since I was in Bulgaria, and there have been some changes. The new airport is three times the size of the old one and now people are complaining of the noise, so another airport will be built farther out. A dead straight boulevard takes you to the centre of Sofia in 10 minutes; it used to take half an hour, if the taxi-driver did not get lost.

I do not remember the coloured fountains in the Park of Friendship, nor the tasteful floodlighting of the National Theatre's pink and white colonnades; nor the volume of traffic, nor the toshlops going like a fair.

The startling novelty is in the attitudes and appearance of the people: scarcely a cloth cap or a suit of overalls in sight; the girls perched on the balustrades like flowers in their bright clothes, and an evening promenade of almost Mediterranean brilliance going on before them; the children well shod and fashionably wrapped up, as though mothers lavished all the family's spending money on them. ("They do, they do," says a Bulgarian friend, himself a parent, with a wan smile.)

I dine at the old Ropotamo restaurant, on Lenin Boulevard, formerly a sort of railway-canteen establishment, noted for cheap nourishing food. I am greeted by an Italian-speaking head waiter. He learnt his trade in Genoa, he says. Most of the staff are having no difficulty making themselves understood to a polyglot crowd of conference delegates.

A five-piece ensemble plays piano court music and on the dance floor there are a few dinner jackets and long dresses. The Ropotamo is only one, and not the principal one, of half a dozen restaurants in this part of town.

The National Theatre is doing something by Brecht, and a new production of *Carmen* is at the Opera. Next spring we are promised Kabalianska and, possibly, Gheurov.

I am not sure that Sofia is not about to take over from Budapest as the most sophisticated, the most westernized of eastern European capitals. Bulgarians must feel proud of the way their capital has leapt forward. Do they also feel a touch of nostalgia for the black-bricked metropolis I remember,



Ropotamo restaurant, near Gabrato, Bulgaria.

dimly lit at night, where you flattened yourself against a wall to let a tramcar go by? For the gloomy masses of Byzantine churches, dirt-black outside and in, and the yuppy children on the streets, offering bunches of chicory and bay leaves for sale?

Nostalgia for the city as it was a mere five, six years ago? I know I do. Those French-built Hilton-type hotels, which are sprouting like a

continued on page 26

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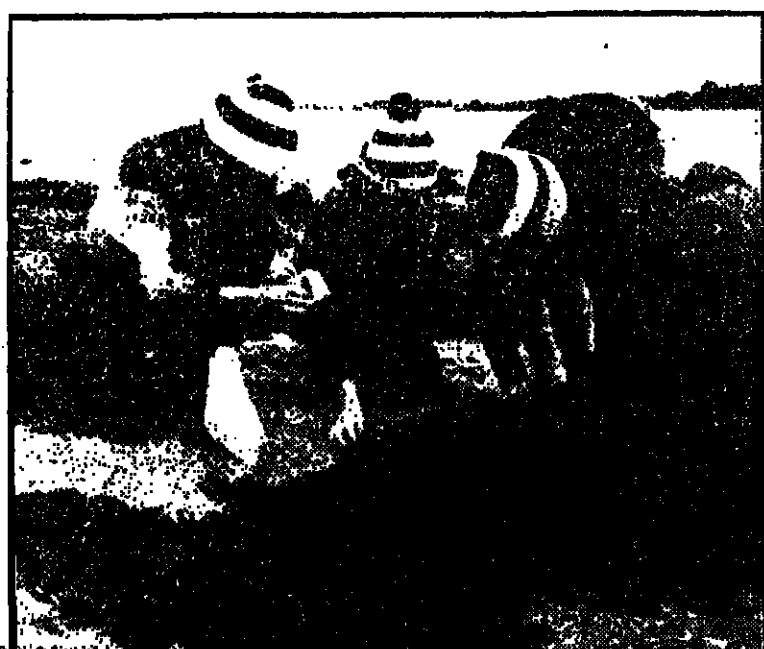
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WATCHING FOR WADERS

Gillian Thomas investigates study holidays in Guernsey



School children from London exploring the Guernsey seashore.

Guernsey, an island of 25 square miles with a population of 35,000, is a microcosm of a national state and ideal for environmental study of all kinds. With strictly controlled immigration and tight reins on any kind of development (both vital because of its size), the island can be looked at in its entirety or from a range of special angles. For these reasons, projects aimed at schoolchildren, students and specialists, both local and visitors, are gaining momentum there. One can see an ornithologist, Tim Earl, a former banker, who recently started organizing specialist holidays and study courses in bird-watching, angling and botany. As a leading member of the Ornithological Society of the Guernsey Society of Natural Sciences and Local Research, he was constantly being rung up by visiting bird-watching clubs who wanted to know what to watch and where. Last year, he decided to produce a do-it-yourself bird-watching kit for the island. "Called Birdpak," it contains a field guide, listing the birds which frequent Guernsey and the best places to see them, together with sketch maps and instructions on carrying out the kit. There is advice on equipment, clothing and

best times of year for seeing birds, as well as details of where to stay. It costs £3 and includes maps and an illustrated bird book-let.

Two botanists, Patricia Ryan and Jenny Page, have just completed a field guide to the plants of the island. It is on the same lines as the Birdpak. Marine biology, architecture and archaeology are other possibilities.

Tim Earl reckons to be able to lay on specialists on any aspect of the environment to accompany groups of up to 12 enthusiasts. Travel and accommodation can also be part of the deal which he calls Holiday Pak. His enthusiasm for Guernsey is infectious. "Come out for a couple of hours before breakfast, and I will guarantee birds to fascinate you," he promised. Though totally unaccustomed to birds or binoculars, let alone getting up early, I was rewarded by half a dozen varieties of beautiful waders mooching around on the beach at high tide. Disrupt mudflats are commonly their haunt but in Guernsey they can be watched at close quarters, as is the case for many species, because the conditions are so favourable. We saw gannets hover-

ing over the bay, a kestrel, many swifts which, I learnt, almost continuously for a year, from one breeding time to the next, thinking nothing of getting on a 250-mile trip to get food.

With its wide range of habitats, woodland, sea and hill—Guernsey is rich in bird life. There are 2 species which are to be seen regularly in spring and autumn when migration site, a stop-over food.

News of the arrival of a bird is circulated quickly on an ornithology grapevine. If Tim Earl happens to have a group of birdwatchers there at the time they will be rushed to the spot even if it means dragging them to bed.

In the autumn, in conjunction with Lionel Miles, of Guernsey Educational Holidays, he is organizing a specialist package on bird-watching for children. Ornithology coulters will accompany small groups on expeditions to various parts of the island's search of migrants like snipe, shank, kingfisher and woodcock.

"I find children of about 12 are usually the most rewarding of all work with," he says. "They are seeing the birds and pump you for all kinds of information, generally remembering it all. You can see order them to freeze when a bird appears, which is ideal. Adults need a more subtle approach."

As part of the package, the children will get a general tour of the island, including a chance to swim or play badminton, squash or table tennis at the new Beau Sejour Leisure Centre. They will stay at one of the hotels which specialize in children's holidays, pioneered by Guernsey Educational Holidays. This year they will cater for over 4,000 in school parties, some in the junction with Junior Journeys.

"Looking for Marine Life" is another specialist package for schools on offer by them. The children will work in close cooperation with teachers to cover aspects of the botany of Guernsey as well as the shores and fish. They will be tailored to the school curriculum or examinations. Both it and the one on birds start at £38 for up to 12 travelling by sea, £43.50 by air for three nights.

Holiday Pak, Rue des Landes, 16, Pierre du Bois, Guernsey Educational Holidays, Guernsey, PO Box 166, Castel, Guernsey.

crowds which pack the Alexander Nevsky Cathedral for a service and afterwards wander among the shops displayed in the crypt. And a new style of pilgrims is patronizing the lonely monasteries: the long-distance walker and independent-minded bird-watcher.

At Glozhon we spent a night in the dormitory for 30p; straw pallets and kitchen facilities provided. A dozen visitors of different nationalities were there. "This monastery has undergone many vicissitudes," the priest of Glozhon says. "It was once a place of prayer, a place of learning, a place of refuge for the persecuted, a place of refuge for the persecuted."

I hope one day to tour the Bulgarian salt bowl and the salt forests on foot, on venerable pilgrims' ways, stopping overnight at the monasteries. Until recently, it was difficult for a foreigner to see the landscape round Bulgaria, but now currency exchange requirements are abolished, and you can walk, cycle or motor and stay where you like.

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ONWARDS AND UPWARDS

Ski touring in the Austrian alps needs dogged persistence and stamina... its rewards are a sense of achievement and adventure writes T. H. Price

Seven o'clock, and a smiling morning under a cloudless blue sky, and a gleam of sunshine creeps around the mountain behind us. The only sound is the steady swish of skis in unison as we plod onward and upward in single file following the track of our guide.

The silence is appropriate in this unending snowscape, which is both monotonous and magnificent. But curiosity intervenes and after a while I have the temerity to ask my immediate companion about what he thinks about as he walks relentlessly on. A longish pause here, for breathing has to be regulated at 9,000ft if one is to enjoy the added luxury of speech, at this apparently slow but nevertheless exacting pace—and then the astounding reply: "I've never yet got beyond the next stop."

astounding this, because he is an excellent skier on the piste and a man of some considerable experience in the art of ski mountaineering, well able to go uphill for six hours a day and to cope with deep powder snow, which is the joy of downhill running in the spring time when skitouring is most attractive.

This comment, nevertheless, epitomises the arduous nature of Alpine skitouring, not requiring the same agility as piste skiing, but needing dogged persistence and stamina as well as basic skills. And perhaps it should be made clear that the touring mentioned here involves living in mountain huts at high altitudes and a certain amount of discomfort. The compensation is the sense of achievement and adventure which comes when the individual grapples successfully with the vagaries of nature.

This is not an activity to be embarked on independently, most certainly not alone or with only one companion, although it is possible to see small groups in the Austrian Alps. In the Silvretta mountains particularly, who travel without guides and come to no harm. But these are often skiers of great experience, living relatively near and so able to visit these areas more frequently than those of us who have to cross the Channel. So it is useful to know where, when and how to start.

In Great Britain one can always begin with the national tourist office of the country one wishes to visit, but more immediate and special information is available from the Ski Club of Great Britain, 118, Eaton Square, London SW1, and the United Kingdom branch of the Austrian Alpine Club (Oesterreichischer Alpenverein) at 13, Longcroft House, Treherne Road, Welwyn Garden City.

The Ski Club normally organizes tours in the springtime in one or more of the Alpine countries, but it can happen that these are suitable only for experienced skitourers. However, there are many touring arrangements as well which include instruction for newcomers, and the Scottish Ski Club, 29, Warrieston Crescent, Edinburgh, 3, runs a limited number of ski tours.

The United Kingdom branch of the Austrian Alpine Club no longer organizes its own tours, but through the parent club is able to put members in touch with basic courses appropriate to their level of ability and endurance. The parent club (address: Mülbacherstrasse 27/111, Innsbruck) organizes a whole range of tours throughout the season from March until May.

Training courses can start early in the season, but the high-level mountain huts, complete with some form of restaurant and central heating, open later in March when the snow has consolidated to avoid the danger of avalanches. The club employs more than 20 guides (Bergführer) each of them highly trained and skilled.

Started in 1862, the club now has a membership of 200,000, and through its sections owns and maintains 275 huts in Austria, 115 in Germany, 180 in Switzerland, and another 180, and accommodation varies from about 30 to over 100. Stated objectives range from general conservation of amenities to provision of equipment and personnel for mountain rescue. In the summer time there are walking and climbing tours.

Club facilities are available to non-members as well as to

members but members get 50 per cent reduction in the cost of hut accommodation, 25 per cent on some items of train and bus travel and 10 per cent on guide fees.

Tours normally last for one week, and a guide will take about six people. As there is no certainty that there will be other members of the group who speak English, it is advisable to find one's own English-speaking companion and to have some German or, perhaps better, to make up one's own party from sking acquaintances of about the same standard. In these circumstances, a guide can be found by writing to the chief organizing officer of the area (Bergführerwart)—often the head of the local ski school.

Services of the guide will cost about 900 Austrian schillings a day, which with a party of six works out at about £35 a person a week. The guides, who should be qualified, carry large packs, with all kinds of emergency equipment. On one occasion towards the end of the six-hour climb to a hut, mostly in a blizzard, two members of the party were showing signs of fatigue, but within moments of reaching a sheltered spot the guide was dispensing hot tea from the thermos flask and fitting them out with an additional garment each.

Again when one of the group allowed a ski to slip from his grasp almost at the top of a mountain, 11,000ft up, it was retrieved with its broken-off tip from the next valley 1,000ft below and fitted with an artificial tip which made skiing safe for the next few days. All part of the service.

Personal equipment is obviously important. A frame rucksack, wind-proof trousers and overtrousers, anorak, complete change of shirt, socks and underclothes, gauntlets and spare pullovers together with gloves (I wear two sizes above the actual size), ski boots (I wear size 10, but my boots are size 11), ski wax, small tools and avalanche cord.

Advice on all these matters is available from the UK branch of the AAC and from a most comprehensive booklet *Handbook on Ski Touring*, issued by the Ski Club of Great Britain (price, 75p).

Boots need to be less rigid than the modern piste boot and bindings must enable adjustments so that the heel can be released off the ski when walking uphill. And you want a pair of skins, formerly sealskins but now of nylon brush, to fasten to the bottom of the skis to stop from sliding backwards.

So with all preliminaries completed you start uphill. The guide will fix the meeting point and time, often a village inn in the valley. The middle of the ascent is a fairly steep climb, sufficient margin to reach the hut well before darkness. Transport is not normally available, though some huts have a luggage lift.

A slow steady pace is normal with breaks five minutes after each hour. On arrival at the hut it is comforting to find that accommodation has been reserved, a privilege available to members. For this a hut book, published in German or English, gives full details of accommodation in every hut in the area.

Most Austrian huts provide hot meals throughout the day, costing now about £2 to £3, but washrooms and hot water are not universal and you may have to bring in and thaw out some snow for a wash.

Three nights in one hut is the normal minimum but members can exceed this except at peak holiday times. The guide will decide starting time and programme for the next day, but arrangements will always depend on up-to-date information about weather. So next morning at 5.00 we are up, having breakfast at 5.30 and hopefully away at 6.00, carrying a light lunch and spare pullovers. Steady climbing now with occasional breaks, each of it on the snow-filled glacier, until we reach our high point at about 10.00. Then skis come off before we start the walk up the ridge to the very top. On a clear day the view is fabulous. But we don't linger. We have time for an snack and then we need to start the return trip before the snow is loosened by the sun.

So we remove skins from skis and adjust them for the downhill run, following the path of the guide through deep powder snow, sometimes on a traverse, sometimes straight. In good weather there is no finer experience. Two hours running with occasional breaks to admire the view sees us back at the hut in time for lunch at two.

After lunch a rest, perhaps on a balcony in the sunshine or on the bed. Supper at about six, more talk about the morning, perhaps some folk music from your fellow visitors, and you do not mind when lights go out at 10 sharp.

Next day, we may attempt another peak from the same hut or set off with full rucksack for another hut, climbing another peak on the way. Hazards exist in the form of crevasses, the great chasms in the glaciers and the avalanche slopes, where the guide just whistles his instructions and you



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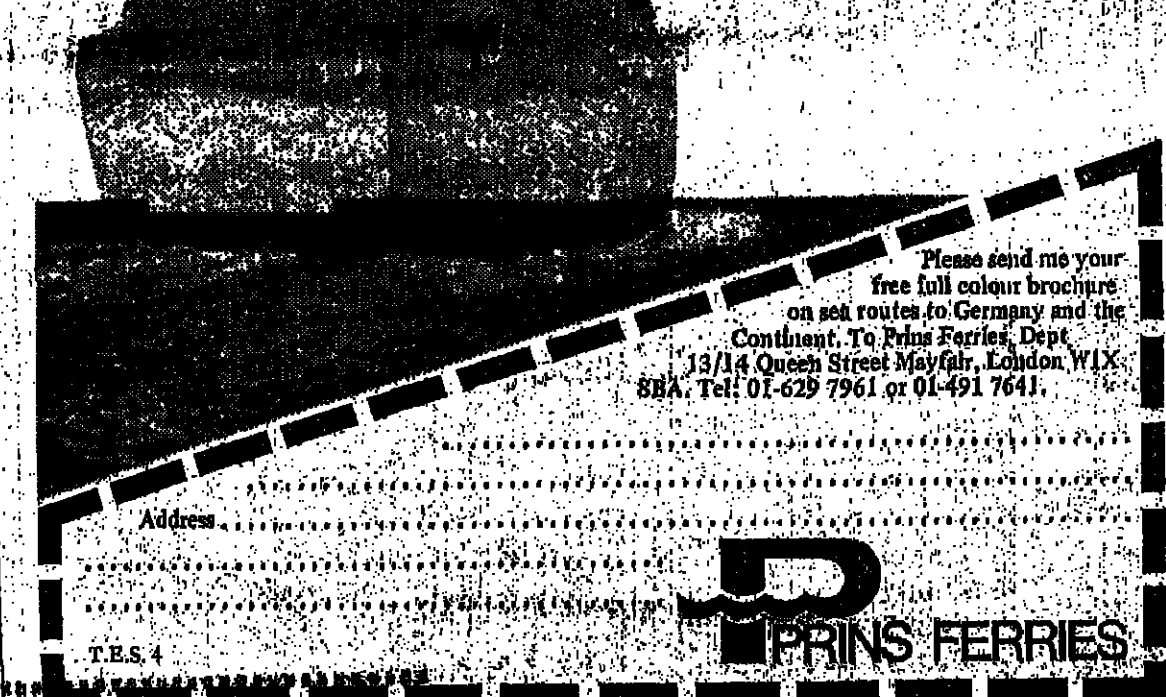
secretly wish for home. But with good guidance all can be overcome or avoided. Each new day can bring a fresh experience and a new sense of achievement. If in time you can keep going for six to eight hours a day at an average height of 10,000ft, carry your own food and fuel and stay overnight in unheated huts, you can tackle the most difficult tour of all—the "Haute Route" from Chamoinx to Saas-Fee.

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THE SOUTH DOWNS WAY

By Robin Mead

It is not the longest of Britain's long-distance footpaths, and it is certainly not the hardest. But it is one of the most beautiful—especially if, like me, you happen to have spent your formative years in Sussex by the sea.

It is, of course, the South Downs Way—the old route along the top of the South Downs which starts at Bourton, in Hampshire, and winds through Hampshire and Sussex all the way to Eastbourne, where the ridge of chalk of which the hills are made plunges abruptly into the sea at Beachy Head.

You can walk the length of the South Downs Way in a week or less, if you put your mind to it. Better, though, to do it in short stages, stopping en route to admire the pretty villages of the Weald of Sussex, the dramatic Downland scenery, and perhaps to visit one or more of the resort towns on the seaward side of the footpath.

One of the loveliest things about the South Downs Way is that you are never very far from some such point of interest, or from such benefits of civilization as hot water, soft mattresses, and beer. Even if you try to head into the wilderness, you cannot. Every now and again the path tends to plunge down into the heart of some such town as Lewes before continuing its way back along the windy hills. For that reason, the walk is an ideal one for beginners, and for youngsters.

Between us, we managed to fit into both categories when we walked the Way last summer: three boys aged between 10 and 12, their father (straight from a sedentary occupation and with little walking experience), and a lively Labrador dog called Jason.

We planned to cover as much of the eastern half of the footpath as possible during a weekend, having chosen that half of the walk because it goes through the most interesting countryside and also because of the easy rail links with London. Accordingly, we arrived at Beachy Head on Friday evening.

After only about half-an-hour, the boys' strategy in choosing this route became clear. Eastbourne meant fish and chip shops, and fish and chip shops meant a supper far preferable to anything that Dad might cook. At nightfall we found a camp site in a corner of a field near the village of Jevington. Dad discovered lifesaving liquid refreshment nearby, and we all fitted comfortably into the two-man tent—all that, except Jason who, tethered to a nearby fence, did not seem to mind his sudden return to nature and even displayed guard-dog tendencies which he had seldom shown at home.

At early breakfast, sheltering from the chill dawn breeze in a friendly churchyard, and we were off and climbing Windover Hill, emerging at last from the woods and farmland on to the Downland ridge which was once the only safe route in these parts.

Why, I had wondered as a child, did prehistoric man choose such a child-inhospitable path? The answer, of course, is that the Weald of Sussex between the North Downs and the South Downs was then heavily wooded, and the traveller would be in danger both from wild animals and from his fellow men.

We were to think, and talk about, prehistoric man a lot that day, for we soon reached our first landmark: the Long Man of Wilmington.

This giant figure of a man, in the chalk and carrying a staff in each hand, is one of the largest known but also one of the largest figures of its kind. The Long Man is more than 200ft tall, which is bigger than the Cerne Abbas Giant. His figure has been traced in the chalk with loving care—a job which becomes increasingly obvious the closer one gets. In his origins he is a mystery, but although he has undoubtedly been there for much longer his presence was not recorded until 1794. We spent a long time poring over the Long Man, who intrigues the boys, and had to make a unseemly rush down into Alfriston for commercial coffee far better than any that Dad ever brewed. Jason, who had made the descent by way of a series of duck ponds and ditches and was beginning a steamy malodorous, was in disgrace.

Alfriston is worth a stop; it is a picturesque village with a church known locally as 'the Cathedral of the Downs'. But we were quickly climbing again—back on to the ridge and the triple peaks of Bosham Hill, Pirie Beacon, and Beddington Hill.

The boys, with only their sleeping bags and a few personal effects and ends to backpack, found the walking easy, and we all built up a time appetite for a picnic lunch snatched beside some farm buildings during a brief shower.

Jason redeemed himself by unearthing a wasal which he chased fruitlessly for several long minutes (the wasal was faster, could turn on a sixpence, and was, one saw, rescuing two of the boys from a particularly frisky bullock).

Our half of the path dipped down again on itself to cross the Ouse, went nearly into Brighton, twisted back on itself to the edge of Lewes, then marched along my favourite stretch of the South Downs above Plumpton before climbing up to Ditchling Beacon, at 813ft the highest point on the Downs.

There are so many places to stop and explore if one wishes. Lewes, a town with its Norman castle, Southdown, where William the Conqueror's daughter is buried and where Anne of Cleves had a house. Or over Brighton, as sophisticated and attractive a holiday town as one could wish and packed with history, entertainment and all modern amenities.

We resisted such temptations, but even so we were not able, in the two full days that we had, to get as far as our target, Chantebury Ring, the beech-crowned promontory to the north of Worthing. We could have got there—but this was a holiday, not a forced march. So we stopped to look at farms, and rivers, and quarries, and all the other things that boys, and dogs, and sometimes even fathers, enjoy. We walked more than 85 miles, breathed a lot of fresh air, saw some beautiful countryside, exercised the dog, talked a lot, and discovered ourselves. But, more important, perhaps, we discovered each other, too.



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LUDGINGTON PRIMARY SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

WILTSHIRE COUNTY COUNCIL
LUDGINGTON PRIMARY SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

WILTSHIRE COUNTY COUNCIL
LUDGINGTON PRIMARY SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

WILTSHIRE COUNTY COUNCIL
LUDGINGTON PRIMARY SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

PRIMARY Headships continued

Deputy Headships Senior Masters/Mistresses

NORTH YORKSHIRE COUNTY COUNCIL
Applications are invited from suitably experienced teachers for the following posts:

HEAD OF PRIMARY SCHOOL
Applications are invited from suitably experienced teachers for the following posts:

NORTH YORKSHIRE COUNTY COUNCIL
Applications are invited from suitably experienced teachers for the following posts:

CITY OF SALFORD EDUCATION DEPARTMENT
PEEL ST. PAUL'S C.E. (CONTROLLED) SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

SOLIHULL EDUCATION COMMITTEE
HEAD OF PRIMARY SCHOOL
Applications are invited from suitably experienced teachers for the following posts:

TAMESIDE (Metropolitan Borough)
WEST END INFANT SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

WILTSHIRE COUNTY COUNCIL
LUDGINGTON PRIMARY SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

WILTSHIRE COUNTY COUNCIL
LUDGINGTON PRIMARY SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

WILTSHIRE COUNTY COUNCIL
LUDGINGTON PRIMARY SCHOOL
Headmaster
Applications are invited from suitably experienced teachers for the following posts:

Special Education

Headships

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

MAJOR DIVISION

APPOINTMENT OF HEAD TEACHER

CIVIL

HOLVER GROVE SCHOOL

S.E. (M.A.)

Post 11, 11-16 years

Applications are invited for the post of Head Teacher for the above school, to be held from 1st January, 1979.

Further details and applications forms (A.D.) may be obtained from the Education Officer, Mr. R. A. Jones, Havering Road, Maidstone, Kent, to whom they should be returned by 15th September, 1978.

BORDERS REGIONAL COUNCIL

SECONDARY SCHOOLS

TEACHING POSTS

BUSINESS STUDIES. Selkirk High School (roll 619). Selkirk 20246.
ENGLISH/ARTS/SCIENCE STUDIES. Ryemouth High School (roll 500). Eyemouth 50633.
GERMAN/FRENCH. Calais High School (roll 1,210). Calais 4788.
MATHEMATICS. Peebles High School (roll 1,008). Peebles 20291.
MUSIC. Ryemouth High School (SEC/PRIM). Hawick High School (roll 1,374). Hawick 2429.
PHYSICS. Peebles High School.
PITTSBURGH GENERAL SCIENCE. Hawick High School.
TECHNICAL. Earlston High School (roll 384). Earlston 262.
INSTRUMENTAL INSTRUCTOR/RECORDING. Calais High School.
INSTRUMENTAL INSTRUCTOR/VIOLIN. Calais High School.
 Applications for the above posts may be obtained from the Personnel Manager, Regional Headquarters, New Town St, Berwick. Completed forms should be returned to the Director of Education at Regional Headquarters not later than Monday, September 18, 1978.

JOHN HORNIMAN SCHOOL

Worthing, Sussex

(Administered by the Invalid Children's Aid Association)

Applications are invited for the

HEADSHIP

of John Horniman School, on the retirement of the present Head in September, 1978.
 The school is a well established residential special school for 24 children, five to nine years old, with severe speech and language disorders. There is also a day unit for two to five-year-olds.
 The successful applicant will be expected to make use of the extensive knowledge gained at John Horniman School of the problems involved in this field of special education and to encourage continued development of the specialised teaching methods devised and used at the school for children with severe communication disorders.
 The post can be non-residential but experience in boarding school organisation is essential.
 Salary according to Burnham Scale Group 3(S) plus additional Headship allowance for extensive duties.
 Please send stamped addressed envelope for application forms and further details from The Administration Officer, John Horniman School, 126, Buckingham Palace Road, London SW1W 9BB.

City of Coventry

Head Teacher

Dartmouth School, Group 45

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher at this purpose-designed school for 50 emotionally disturbed boys aged 10-16 years. The school, which opened in 1978, is situated in a pleasant residential area in the east of the city.
 Canvassing disqualifies.
 Application forms and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 3RS (telephone 0203 25555, ext. 2447) to be returned by 22nd September 1978.

Deputy Headships

Senior Masters/Mistresses

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

MAJOR DIVISION

APPOINTMENT OF HEAD TEACHER

CIVIL

HOLVER GROVE SCHOOL

S.E. (M.A.)

Post 11, 11-16 years

Applications are invited for the post of Deputy Head Teacher for the above school, to be held from 1st January, 1979.

Further details and applications forms (A.D.) may be obtained from the Education Officer, Mr. R. A. Jones, Havering Road, Maidstone, Kent, to whom they should be returned by 15th September, 1978.

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THE TIMES EDUCATIONAL SUPPLEMENT 132

KENT County Council

Education Department

Oak Bank School, Seal, Sevenoaks

Housemaster

£2,355 to £3,465 plus £120 Fringe allowance (if non-resident) at this Boarding Special School for up to 48 emotionally disturbed boys. Applications also welcome from newly qualified teachers wishing to gain experience of special schools. Interested applicants are invited to phone Mr K. G. Osborne (Headmaster) on Sevenoaks 61013, or write to him at the School with details. Closing date September 19.

SOCIAL SERVICES DEPARTMENT

Stamford House

Regional Assessment Centre

206 Goldhawk Road, W.6

There will be vacancies for teachers at Stamford House when the enlarged Secure Unit opens early in 1979. We would welcome preliminary enquiries about these positions. Formal teaching will be minimal and the teachers appointed will be encouraged to use their own talents and interests in motivating the boys. These positions will offer opportunities to those with an interest or qualification in testing and diagnosing learning difficulties to work closely with psychiatrists and psychologists and residential care staff.

The posts are graded in Burnham Scale 2 and Scale 1 plus allowances of £584 per annum (Community Schools Allowance), £878 for extensive duties (which are required to a maximum of 15 hours per week). These allowances are at present under review. Accommodation is available at nationally agreed charges (self contained for married applicants). Non-resident staff receive London Weighting of £402 per annum and there is an additional £168 per annum for working in the Secure Unit.

Informal enquiries may be made to the Principal, Mr R. E. Kenny, B.A., Dip.Ed., Stamford House, Tel. 01-743 9481.

Further particulars and application form may be obtained from Staff Section, London Borough of Hammersmith, Social Services Department, Old Town Hall, Fulham Broadway, London SW6 1ET. Tel. 01-895 1212, Ext. 154.

HammerSmith

Special Schools

SCALE 4 POSTS

MANOR PARK SPECIAL SCHOOL FOR MALADJUSTED PUPILS

School Road, London E12 8DJ

Roll: 50

Headteacher: Mr. Ray D. Norman

Required for January, 1979, or earlier if possible

DEPUTY HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher of this special school for 50 pupils (Group 4(S)).

Previous applicants will be considered and need not re-apply.

BURNHAM SCALE, plus LONDON ALLOWANCE £402.

Application forms and further details of the post are available from the Head Teacher (Tel. 01-478 3998) and should be returned to the undersigned as soon as possible.

J. S. WILKIE, M.A., Ph.D.

Director of Education.

Education Office, Broadway, Stratford, London E15 4BH.

LONDON BOROUGH OF NEWHAM

THE TIMES EDUCATIONAL SUPPLEMENT 132

SPECIAL EDUCATION

Scale 1 Posts continued

GATESHEAD METROPOLITAN BOROUGH

CIVIL

HINDLEY HILL U.S.N. (M.A.)

Blackburn

Applications are invited for a post of Head Teacher for the above school, to be held from 1st January, 1979. An experienced teacher with a minimum of 10 years' experience in special education is required. The successful candidate will be responsible for the school's educational and administrative work and will be expected to contribute to the development of the school's curriculum and to the improvement of the school's standards. The post is a full-time post and the successful candidate will be expected to work full-time hours. The salary for this post is £2,355 to £3,465 plus £120 fringe allowance (if non-resident) at this Boarding Special School for up to 48 emotionally disturbed boys. Applications also welcome from newly qualified teachers wishing to gain experience of special schools. Interested applicants are invited to phone Mr K. G. Osborne (Headmaster) on Sevenoaks 61013, or write to him at the School with details. Closing date September 19.

A scale 2(a) allowance will be payable for a suitably qualified and experienced candidate and an interest in one of the following would be an advantage:

Boggs, Cress, Physical Education, Music, Art, Drama, and other subjects.

Application forms and further details of the post are available from the Head Teacher (Tel. 01-478 3998) and should be returned to the undersigned as soon as possible.

J. S. WILKIE, M.A., Ph.D.

Director of Education.

Education Office, Broadway, Stratford, London E15 4BH.

LONDON BOROUGH OF NEWHAM

WARWICKSHIRE

MILLBROOK GRANITE SPECIAL

Park Road, Leamington

Leamington

TEACHING REQUIRED as soon as possible for the above school, to be held from 1st January, 1979. An experienced teacher with a minimum of 10 years' experience in special education is required. The successful candidate will be responsible for the school's educational and administrative work and will be expected to contribute to the development of the school's curriculum and to the improvement of the school's standards. The post is a full-time post and the successful candidate will be expected to work full-time hours. The salary for this post is £2,355 to £3,465 plus £120 fringe allowance (if non-resident) at this Boarding Special School for up to 48 emotionally disturbed boys. Applications also welcome from newly qualified teachers wishing to gain experience of special schools. Interested applicants are invited to phone Mr K. G. Osborne (Headmaster) on Sevenoaks 61013, or write to him at the School with details. Closing date September 19.

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LONDON BOROUGH OF NEWHAM

WILTSHIRE

COUNTY COUNCIL

DOWNLAND SCHOOL

Headmaster: Mr. D. Lawrence

Leamington

TEACHING REQUIRED as soon as possible for the above school, to be held from 1st January, 1979. An experienced teacher with a minimum of 10 years' experience in special education is required. The successful candidate will be responsible for the school's educational and administrative work and will be expected to contribute to the development of the school's curriculum and to the improvement of the school's standards. The post is a full-time post and the successful candidate will be expected to work full-time hours. The salary for this post is £2,355 to £3,465 plus £120 fringe allowance (if non-resident) at this Boarding Special School for up to 48 emotionally disturbed boys. Applications also welcome from newly qualified teachers wishing to gain experience of special schools. Interested applicants are invited to phone Mr K. G. Osborne (Headmaster) on Sevenoaks 61013, or write to him at the School with details. Closing date September 19.

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Education Office, Broadway, Stratford, London E15

Service Colleges

OXFORDSHIRE

TECHNICAL INSTITUTE

The Institute is a technical college for the study of science, technology and design. It is a member of the Oxfordshire Education Authority.

TECHNICAL INSTITUTE

The Institute is a technical college for the study of science, technology and design. It is a member of the Oxfordshire Education Authority.

Colleges of Higher Education

Other Appointments

DERBY
DERBY COLLEGE OF HIGHER EDUCATION
Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the delivery of lectures and seminars in the field of education. The post is full-time and involves a salary of £10,000 p.a. plus pension. Applications should be sent to the Director of Education, Derby College of Higher Education, Derby, by 15th September 1978.

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Other Appointments

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Adult Education

WILTSHIRE

WILTSHIRE
WILTSHIRE ADULT EDUCATION
Applications are invited for the post of Lecturer in Adult Education. The successful candidate will be responsible for the delivery of lectures and seminars in the field of adult education. The post is full-time and involves a salary of £10,000 p.a. plus pension. Applications should be sent to the Director of Adult Education, Wiltshire Adult Education, Wiltshire, by 15th September 1978.

Other Appointments

WILTSHIRE
WILTSHIRE ADULT EDUCATION
Applications are invited for the post of Lecturer in Adult Education. The successful candidate will be responsible for the delivery of lectures and seminars in the field of adult education. The post is full-time and involves a salary of £10,000 p.a. plus pension. Applications should be sent to the Director of Adult Education, Wiltshire Adult Education, Wiltshire, by 15th September 1978.

Youth and Community Service

AVON COUNTY

AVON COUNTY
AVON COUNTY YOUTH AND COMMUNITY SERVICE
Applications are invited for the post of Lecturer in Youth and Community Service. The successful candidate will be responsible for the delivery of lectures and seminars in the field of youth and community service. The post is full-time and involves a salary of £10,000 p.a. plus pension. Applications should be sent to the Director of Youth and Community Service, Avon County Youth and Community Service, Avon, by 15th September 1978.

Other Appointments

AVON COUNTY
AVON COUNTY YOUTH AND COMMUNITY SERVICE
Applications are invited for the post of Lecturer in Youth and Community Service. The successful candidate will be responsible for the delivery of lectures and seminars in the field of youth and community service. The post is full-time and involves a salary of £10,000 p.a. plus pension. Applications should be sent to the Director of Youth and Community Service, Avon County Youth and Community Service, Avon, by 15th September 1978.

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Other Appointments

AVON COUNTY
AVON COUNTY YOUTH AND COMMUNITY SERVICE
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Hull College of Higher Education

FACULTY OF ADMINISTRATIVE AND MANAGEMENT STUDIES

Applications are invited from well-qualified persons for the following post:

Lecturer I or Lecturer II in Secretarial Studies

The post is tenable from 1st September, 1978, or as soon thereafter as possible. Application forms and further details may be obtained from the address below, to which completed forms should be returned within ten days of the advertisement appearing.

The Personnel Section
Hull College of Higher Education
Cottingham Road, Hull HU6 7HT
Tel: (0482) 41451

YOUTH AND COMMUNITY SERVICE

CHESHIRE

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Applications are invited for the post of Lecturer in Youth and Community Service. The successful candidate will be responsible for the delivery of lectures and seminars in the field of youth and community service. The post is full-time and involves a salary of £10,000 p.a. plus pension. Applications should be sent to the Director of Youth and Community Service, Cheshire Youth and Community Service, Cheshire, by 15th September 1978.

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NORTH YORKSHIRE COUNTY COUNCIL

Social Services Department

HAMBLETON/RICHMONDSHIRE DIVISION

Re-Advertisement

HOUSEMASTER/HOUSEMISTRESS

(temporary)

Applications are invited from suitably qualified or experienced social workers for a temporary post at Richmond Hill Community Home with education on the premises for 80 boys between the ages of 15 and 19. The starting position at Richmond Hill is at present under review and it may be possible to offer the successful applicant a permanent appointment in the future. Salary scale, Senior Grade £3,365 to £4,920 p.a. (bar at £4,148) including supplement.

Further information and job description from Mr. A. McAllister, Headmaster, Richmond Hill, Richmond DL10 4NT, North Yorkshire, telephone Richmond (0748) 3232. Application forms from Mr. J. C. Maguire, Divisional Social Services Officer, 60 South Parade, Northallerton, North Yorkshire DL7 8TT, to whom they should be returned within 14 days of the appearance of this advertisement.

SOCIAL SERVICES DEPARTMENT

Secure Observation and Assessment Unit (12 Boys—Direct Intake)

A New and Challenging Post

Head of Unit—Range 9A

£5,727-£6,342

The primary purpose of this 'Secure Unit' is to meet the needs of boys from the South West Region who are seen to require observation and assessment or re-assessment in a secure environment. It is anticipated that the vast majority of the boys admitted to the Unit will be those boys who would, in the absence of such a Unit, be remanded to H.M. Prison Department Establishment.

We are anxious to appoint a person who has the capacity and experience to open and commission this new and purpose-built facility. A vital, initial role, for the post holder is to weld together a large, multi-disciplinary staff team. The person appointed will play an important role in the appointment of the subordinate staff. Informal enquiries prior to formal application are welcome. Please contact Mr. K. Harding, Principal, Northbrook Community Home School, Beasoon Lane, Exeter, telephone Exeter 7271. Application forms, job description, and further details available from: The Director of Social Services, County Hall, Exeter, Tel. Exeter 7277, ext. 618. Closing date: 20/9/78.

DEVON

Brunei

Education Officers

The successful candidate for these vacancies will teach Mathematics and Physics to 'O' and 'A' level standard.

Applicants, aged 25 to 50, must have an honours degree in either Mathematics or Physics, and preferably a post-graduate certificate or diploma in Education with five years' relevant teaching experience. MT/616/TD

Instructor

The Royal Brunei Malay Regiment requires a Practical Skills Instructor to teach Geometrical and Mechanical Drawing and Woodwork up to 'O' level standard to junior soldiers and potential military tradesmen in the Boys' Company.

Candidates should hold a recognised teaching qualification and be prepared to join in early October. The ability to coach games would be an added advantage. MT/606/TD

Crown Agents

The Crown Agents for Overseas Governments and Administrations, 100, Strand, London WC2R 0AL.

CHELMSFORD

Institute of Higher Education

Victoria Road South, Chelmsford CM1 1LL

Department of Law

LECTURESHIPS IN LAW

Lecturers are required for B.A.(Hons.) Law Degree Courses. Teaching experience is not essential.

Application forms and further details from the Head of Law Department, to whom application forms should be returned on or before 11th September, 1978. (Telephone: Chelmsford 54491, Ext 203).

EAST SUSSEX COLLEGE OF HIGHER EDUCATION

Temporary Post

One Year Only

ART HISTORY LECTURER II

(2 days a week)

Required to teach Modern European Art History—19th and 20th Century—to B.Ed.Hons. and B.A. students.

Application forms from the Deputy Director, East Sussex College of Higher Education, 57 Meads Road, Eastbourne, Sussex BN20 7QD

THE AMERICAN COLLEGE OF LUCERNE

formerly a Swiss-based institution for the study of business and management, has now relocated in London and requires

TEACHERS

to teach students in Elementary French, English, Languages, Business, History of Europe, Management Psychology, Designing September to 23rd November, 1978.

Applicants should write, giving details of qualifications and experience to:

The Director of Education, The American College of Lucerne, 100, Strand, London WC2R 0AL.

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GLOUCESTERSHIRE

GLOUCESTERSHIRE INSTITUTE OF HIGHER EDUCATION

SAINT PATRICK'S COLLEGE

Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the delivery of lectures and seminars in the field of education. The post is full-time and involves a salary of £10,000 p.a. plus pension. Applications should be sent to the Director of Education, Saint Patrick's College, Gloucestershire, by 15th September 1978.

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SOUTH GLAMORGAN

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WILTSHIRE

WILTSHIRE ADULT EDUCATION

100

Doncaster Metropolitan Borough Council

Doncaster Local Education Authority
PERIPATETIC REMEDIAL SERVICE

Senior Remedial Teachers

Scale 3 (3 posts)
Remedial Teachers

Scale 2 (3 posts)

Applications are invited for the above vacancies. The Senior Remedial Teachers will be Group Leaders for the Remedial Teaching Service within their allocated area. Further details of the post are available. Closing date—30th September, 1978.

DISTRICT STAFF OF TEACHERS/INSTRUCTORS OF INSTRUMENTAL MUSIC

VIOLIN

Closing date—30 September, 1978.

SCALE 2—to suitably qualified person, a

Peripatetic Teacher of Violin

to serve in the Doncaster Metropolitan Borough Council. Duties to include organising concert excursions and responsibility for the area music centre library. For qualified teachers, salary will be in accordance with Burnham Scale 3. Experienced instrumentalists who are not necessarily qualified teachers are eligible to apply.

A car mileage allowance will be paid.

Application forms and details are obtainable from: The Director of Education, Education Department, Priests, DONCASTER DN1 3EP.

LOOKING FOR AN OPPORTUNITY OUTSIDE THE CLASSROOM?

Angus Stewart Publications, a Company publishing modern Primary School learning materials, is looking for Representatives in the Greater London, Birmingham and Merseyside areas.

These appointments will commence immediately.

We are looking for young, qualified teachers who would be required to call on schools within their areas demonstrating and selling our early learning materials.

Basic Salary is £2,500 per annum plus a monthly share of profit bonus based on results. A car is essential for which a generous car and insurance allowance is plus all petrol costs. Applicants must have a home telephone. Normal school hours and holidays operate.

For terms of application contact, preferably by telephone:

Sales Administration Manager,
Angus Stewart Publications Ltd.,
The Old Rectory, Basingstoke, Hants RG21 3BU.
Tel: 01256 336 336 (24 Hrs)

Closing date for RETURN of these forms will be 18th September, 1978.

EDUCATIONAL REPRESENTATIVE NORTHERN IRELAND

We are looking for one more person to join our well-respected team of educational representatives. He or she must be able to meet the challenge of selling an exciting range of titles by visiting schools, colleges, Teachers' Centres, advisers and by organising area exhibitions.

If you are interested, please send details of your previous experience to:

Marek J. Palka, UK Sales Manager,
Macmillan Education Ltd.
Houndmills, Basingstoke, Hampshire

HAMPSHIRE STAFF CONDUCTOR

of the **SOUTHAMPTON YOUTH ORCHESTRA**

Head of Department Scale IV

Applications are invited from qualified, experienced teachers for the above post. The successful candidate will be required to develop the work of the Orchestra and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Southampton Scale IV. Applications should be sent to the Director of Education, Southampton City Council, 100, High Street, Southampton SO9 4LH. Closing date: 1st October 1978.

MISCELLANEOUS

KENT

CONVENT SCHOOL
BURNHAM CUM GRANGE
BURNHAM CUM GRANGE
BURNHAM CUM GRANGE

Applications are invited for the above vacancies. The successful candidate will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, Burnham CUM GRANGE, Burnham CUM GRANGE, Burnham CUM GRANGE. Closing date: 1st October 1978.

WARRINGTON

WARRINGTON COUNCIL
WARRINGTON COUNCIL
WARRINGTON COUNCIL

Applications are invited for the above vacancies. The successful candidate will be required to develop the work of the council and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, WARRINGTON COUNCIL, WARRINGTON COUNCIL, WARRINGTON COUNCIL. Closing date: 1st October 1978.

BRITISH MUSEUM

Research Assistant

Western Asiatic

Antiquities

to join the Department dealing with the archaeology, history and arts of Ancient Western Asia from the Chalcolithic Period to the Advent of Islam. The successful candidate will prepare educational materials, including booklets, sound-guides, teachers' notes and other publications. Work involves writing texts and assembling photographs and illustrative material, advising and helping with educational projects, answering enquiries from the public, giving occasional talks, and assisting in the preparation of exhibitions (especially labelling).

Candidates must have a degree or equivalent or higher qualification in a subject relevant to the work of the Department, and thorough knowledge of at least one aspect of the Department's work. Willingness and aptitude to acquire a general knowledge of its entire field, the ability to write clearly and simply, and a reading knowledge of French or German, also essential. Some experience of teaching children desirable.

SALARY: as RA Grade 1: £4,586-£5,910 or RA Grade II: £3,300-£4,880. Level of appointment and starting salary according to age, qualifications and experience. Non-contributory pension scheme.

For further details and an application form (to be returned by 22 September, 1978) write to Civil Service Commission, Alcon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 68651 (answering service operates outside office hours). Please quote ref. G(38)382.

We'll give you a thorough grounding in training high flyers!

Britannia Airways, a major independent airline, employs over 1300 people, has a large fleet of Boeing 737 aircraft and is an important part of the Thomson Organisation. We're expanding fast; the addition of a further two 737s to our fleet towards the end of this year will mean more staff, too.

Some of them will be cabin staff. That's where you come in. If you have the right background and ability we'll take you on and give you a thorough grounding as a Customer Services Training Officer.

You don't have to be a steward or stewardess yourself. You don't need to have even worked for an airline before. What you do need is the ability to teach and communicate facts and information to others. If you have the right background and maturity of approach we will teach you to teach cabin staff. The hours are flexible and may entail some weekend working.

At the moment you might have experience as a teacher and ideally you will have some domestic science or related background. Experience in the use of CCTV would be an advantage as we use this in our training school. We even have a complete cabin and galley mock-up where new cabin staff spend part of their three week initial training course. Although these vacancies exist right now we are prepared to wait for the right applicants. In addition to what we know to be a really interesting and absorbing career, we offer:

- A salary of up to £4500 according to age and career background
- Generous discounts on travel and holiday facilities
- Excellent sports and social facilities (e.g. subsidised flying, golf, and sailing clubs)
- Sick pay scheme
- BUPA cover at special rates
- Contributory pension scheme (optional) with free life cover

Come on in at ground level and we'll train you in a great new career.

Britannia Airways

Please write for an application form to:
Mr E.B. Gorman, Controller-Personnel Services,
Britannia Airways Limited,
Luton Airport,
Luton LU2 9ND.

English as a Foreign Language

HAMBURG and LONDON

Establishment of English Language School in Hamburg and London. The school will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, HAMBURG and LONDON, HAMBURG and LONDON, HAMBURG and LONDON. Closing date: 1st October 1978.

Awards and Scholarships

Applications are invited for the above awards and scholarships. The successful candidate will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, HAMBURG and LONDON, HAMBURG and LONDON, HAMBURG and LONDON. Closing date: 1st October 1978.

Educational Courses

DARTMOOR NATIONAL PARK

We run a small family school for eight boys aged 11 to 13. The school is situated in a beautiful area of Dartmoor National Park. We are looking for a teacher to join our staff. The successful candidate will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, DARTMOOR NATIONAL PARK, DARTMOOR NATIONAL PARK, DARTMOOR NATIONAL PARK. Closing date: 1st October 1978.

INTENSIVE FRENCH COURSES

Applications are invited for the above intensive French courses. The successful candidate will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, INTENSIVE FRENCH COURSES, INTENSIVE FRENCH COURSES, INTENSIVE FRENCH COURSES. Closing date: 1st October 1978.

THE LINGUAPHONE INSTITUTE

ELT Specialist

to work on the development of materials for both home study and school students. Experience of TV language programme work highly desirable. Intelligent contribution to materials development in target languages other than English also looked for. Solid applied linguistic background and proven materials writing ability essential.

Salary negotiable from £5,000. Write for full details and application form to:

Personnel Department,
Linguaphone Institute Limited,
Linguaphone House,
207-9 Regent Street,
London W1R 8AU

MORTGAGES

Up to 100 per cent with interest rate as low as 10% per annum. Applications are invited for the above mortgages. The successful candidate will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, MORTGAGES, MORTGAGES, MORTGAGES. Closing date: 1st October 1978.

PERSONAL LOANS

Applications are invited for the above personal loans. The successful candidate will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, PERSONAL LOANS, PERSONAL LOANS, PERSONAL LOANS. Closing date: 1st October 1978.

Properties for Sale and Wanted

Applications are invited for the above properties for sale and wanted. The successful candidate will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, PROPERTIES FOR SALE AND WANTED, PROPERTIES FOR SALE AND WANTED, PROPERTIES FOR SALE AND WANTED. Closing date: 1st October 1978.

One 'A' level, four 'O' levels and an exciting career

Applications are invited for the above one 'A' level, four 'O' levels and an exciting career. The successful candidate will be required to develop the work of the school and to act as a role model for the staff. The post is full time and will be a part-time position during the summer holidays. The salary will be in accordance with the Burnham Scale IV. Applications should be sent to the Director of Education, ONE 'A' LEVEL, FOUR 'O' LEVELS AND AN EXCITING CAREER, ONE 'A' LEVEL, FOUR 'O' LEVELS AND AN EXCITING CAREER, ONE 'A' LEVEL, FOUR 'O' LEVELS AND AN EXCITING CAREER. Closing date: 1st October 1978.

Bell Educational Trust

Saffron Walden International College

The College is a residential centre for 200 adult students from overseas. Courses offered include English Language tuition (EFL/ESP). A level studies in the social sciences, and tertiary level courses in literature. There is a developing programme of teacher training. Applications are invited from suitably qualified candidates for the following positions, tenable from October, 1978:

Director of Studies

(English Language)

To be responsible for the programme of English Language tuition, and to coordinate the work of other senior tutorial staff. Appropriate post-graduate qualifications and experience of both teaching and administration are required; experience in higher education and teacher training would be an advantage. Salary Range: £5,704-£8,952.

Tutors in English Language

To take part in the programme of EFL/ESP; experience in higher education or teacher training, and in the area of social sciences would be an advantage. Further particulars may be obtained from the Vice-Principal, International College, South Road, Saffron Walden, Essex CB11 3DP. Applications close on September 18th, 1978.

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One 'A' level, four 'O' levels and an exciting career

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